

Adult Education and Modernity in the Arab Republic of Egypt
A Comparative Study of Adult Education Policy
in the Arab Republic of Egypt and England

By

Saeed Gamil Soliman

B.A., Ac. Dip., M.A. (Education)

Volume 2

Thesis submitted for the Degree of Doctor of Philosophy
to the Institute of Education, University of London

1979



IMAGING SERVICES NORTH

Boston Spa, Wetherby

West Yorkshire, LS23 7BQ

www.bl.uk

BEST COPY AVAILABLE.

VARIABLE PRINT QUALITY

Chapter Nine

Adult Education Policy in Post-1952 Egypt

Identification of Post-1952 Adult Education Policy Trends

Egypt is one example of an underdeveloped country that has not, as yet, got a clearly formulated national policy for adult education. Associated with this is, in the first place, the inferior rank given to that sector amidst the Egyptian system of education. Marginality of adult education in many countries of the world, to which Coombs (1967)⁽¹⁾ refers, is applicable to Egypt. Aims of adult education activities, until present, 'are often ill-defined and their clienteles unclear, and responsibility of their management and funding is scattered across dozens of public and private agencies. They spring up simultaneously, come and go, and at times succeed brilliantly but just as often die unnoticed and unmourned.'⁽²⁾ In so far as adult education is concerned, Egypt still suffers from absence of clear policy aims formulated by the State for such a sector and hence, it has become difficult for any of the national bodies concerned to make a comprehensive survey of adult education activities. Accordingly, providers of adult education are mostly committed to fragmental policies in which the interests and potentialities of other providers in the field are not regarded. With the exception of the 'Adult Illiteracy Eradication Sector', every other type of adult education in Egypt has its own policy and sphere of power, or in other words 'an independent world' in which contact with other worlds is almost dissevered.

From its start as a systematic activity recognized by the State in 1944, and until 1970, only very few official reports and studies cared to deal with its aims and problems, meanwhile volumes and volumes were written about the primary, secondary and higher education. Throughout twenty six years, the State was content with the regulations included in the IIO Act of 1944 which remained without change until the issue of the 76 Act of 1970. Only since the early 1970's, Egypt has become aware of the necessity of having a comprehensive clearly-defined adult education policy. The last years have witnessed the birth of the 'Supreme Council for Adult Education and Illiteracy Eradication' by the Presidential Decree no. 311 of 1971. Three years later, the 'National Council for Education, Scientific Research and Technology' (N.C.E.S.R.T.) was formed according to Presidential Decree no. 828 of 1974.

Studies so far made by the above mentioned national councils have not succeeded to crystallize trends for a national comprehensive policy for adult education. On the one hand, the 'Supreme Council for Adult Education and Illiteracy Eradication' has, since its establishment (1974), locked itself within the circle of 'illiteracy eradication' on the national level and hence, a comprehensive adult education policy other than in the sense of illiteracy eradication, has remained outside the realm of its interest. As for the N.C.E.S.R.T., which is the highest body for planning matters of education, it was content in its first session

(June-September 1974) as well as its second session (October 1974-July 1975) with the statement of such absence without strong step further. The report of its first session admits the absence of a clear national policy for adult education and calls for better efforts to educate the adult population of whom two thirds are illiterate⁽³⁾. In the report of its second session, stress was once more laid on the need for a clear policy for adult education, its means and methods.⁽⁴⁾ Adult illiteracy eradication was the dominant core of the Council's discussions without an attempt to break the boundaries of the narrow circle in which it has locked itself.⁽⁵⁾ Only in the report of its third session (October 1975-July 1976) that some change was to occur. The report condemned the defected outlook at adult education in Egypt as a 'remedial' service for those who have not got the chance of formal education. It recommended a broader and more comprehensive outlook that binds adult education with the national goals directed for the realization of the democracy of education, and the cultural development of citizens within an integrated educational policy.⁽⁶⁾ It recommended as well the urgency of putting a 'comprehensive policy for adult education' to be linked on the one hand, with manpower policy and, on the other, with the educational movement of the society and with economic, social and cultural development. The work of each adult education providing agency should be co-ordinated with that undertaken by others through permanent communication channels.⁽⁷⁾ The most important recommendation in the works of the Third Session of the N.C.E.S.R.T

in so far as the national policy for adult education is concerned, is related with the establishment of a 'National Agency for Cultural Development' which is assumed to co-ordinate between various agencies working in the field of adult education. It is assumed to undertake the promotion of the cultural standard of all Egyptians whatever may be their cultural standard, from the newly literate to the university graduate. (8)

It has to be pointed out that such rosy dreams briefly stated by the Council may only be counted as jump into the unknown, unless accompanied by detailed intensive studies on the proposed agency and how it will function within the framework of a clearly defined national policy for adult education. Besides the absence of a clear concept of the term 'adult education' and, accordingly, ^{of} the goals that various agencies have to be committed to, no organisational framework has been attempted to combine all these into one. As will be elaborated throughout the present chapter, the foundation on which the N.C.E.S.R.T. or any other policy-making agency builds its assumed reforms of the adult education policy, is still lacking in Egypt. A survey of the agencies working in the field, their capacities and their schemes have not yet been attempted. This defect accounts even for the inability, until present time to crystallize a national policy for the field notwithstanding the belief of the N.C.E.S.R.T. of the urgency of having such a clearly defined policy.

Adult Illiteracy Eradication as the Major Goal of Adult Education

Policy

Amidst the absence of a comprehensive policy for adult education from which to deduce the salient trends in the field since 1952,

the resort to legislations may reveal policy trends. Only two acts were issued about adult education in Egypt: in 1944 and 1970.

Act no. IIO of 1944 had its core clear in its title 'Illiteracy Eradication and Dissemination of Popular Culture'. In the twenty articles that formed the act, no mention is given to 'adult Education' other than in the sense of illiteracy eradication. Articles I and 2 explain the scope of its concern as giving the illiterates between the ages of 12 and 45 'who can neither read nor write' an obligatory chance to learn reading, writing, general principles of religion, arithmetic, measurements and current Egyptian coins as well as some general culture.⁽⁹⁾ Being the first act to regulate adult education in Egypt's modern history, it laid the foundation for practices and trends in the field for over twenty six years until 1970. Four trends could be deduced from the act:

Firstly, that adult education is a remedial or compensatory service conceived in the form of a second chance provided by the State for those who, for one reason or other, could not get primary education.

Secondly, that the chance is provided for individuals between 12 and 45 years of age. 45, according to the act, represented the maximum age at which an adult could benefit by the learning chances provided.

Thirdly, that males and females are not equal before the act. Whereas the chance was compulsory for males, females could only get the chance if they wished. However,

it was possible that the Minister would apply the act to girls between 12-15 provided that they are taught by female teachers.

Fourthly, that no link between 'adult education' and 'formal education' was recognized. Channels of communication that would allow the individual to move from one to the other were not envisaged.

Some amendments to the act were made. In 1946, the responsibility for executing the 1944 Act was shifted from the Ministry of Social Affairs to the Ministry of Education which was thought to be more capable of undertaking the task. (I0) Also, there was some change in 1955. The 'Illiteracy Eradication Administration' was renamed 'General Administration For Basic Education and Illiteracy Eradication', a change that followed the establishment of the 'International Centre For Basic Education in The Arab World' with the aid of UNESCO at Sirs el-Layyan in January 1953. New goals were introduced beside illiteracy eradication including raising the degree of individuals' awareness of their conditions, potentialities whether social, economic, cultural or health for their own benefit and the benefit of the community at large. (II)

The substitution of the 1944 Act by Act no. 67 of 1970 has been a big step forward, though it is also a defective one, as will later be elaborated. On the one hand, the 1970 Act has adopted an 'equalitarian' and 'comprehensive' view at the adult clientele covered by its articles. It recognized the adult education service for both sexes on equal terms. (I2) Moreover, as its title indicates, it is

concerned with both 'Adult Education and Illiteracy Eradication.' Thus, a distinction was made for the first time between both as the title suggests.

Examination of the act shows that such a distinction was only a matter of phraseology. While the first article states that 'Adult education and illiteracy eradication are a national political responsibility', all its fifteen articles are confined to illiteracy eradication which meant the continuation of the narrow outlook at the scope of adult education. The individuals covered by the act are classified under three dimensions:

- (a) The age dimension: those between 8-45 years of age.
- (b) The educational dimension: those who are not enrolled in any school.
- (c) The achievement dimension: those who have not reached the fourth grade in the primary school. (I3)

No special curriculum is provided for the adults and hence, young children who fail to join the primary school (the admission for which is between 6-8), are treated as the adults in so far as the curriculum is concerned. In addition, taking the age of 45 as the maximum limit for the benefit from the service provided is far inadequate at a time many official reports have adopted the principle of lifelong education. (I4)

If the legislations issued for adult education are left aside, plans of Ministry Education, the^{Supreme} Council for Adult Education and Illiteracy Eradication, and the N.C.E.S.R.T. throw some light on the policy trends.

I. Ministry of Education's Plan (1972-1982)

In 1971, the Ministry of Education put a ten-year plan that aims at eradicating the illiteracy of 3.750.000 of the mass sector (farmers, craftsmen and housewives) throughout the years 1972/73 to 1981/82. The plan was built on five considerations:

- i. That prevalence of illiteracy hinders the Egyptian society from joining advanced ones due to the inability of its individuals to share actively in the stride for progress.
- ii. That to solve the 'difficult equation' (al-moādala al-Sāba) represented in the meagre potentialities in the face of great requirements , it is essential to follow Scientifically-based planning that helps in getting the utmost out of available potentialities.
- iii. That combating illiteracy need not be taken with irrational sentimentality nor with temporary enthusiasm that fades away with time.
- iv. That the educational process, at whatever level, is an investment with its returns to economic and social development. (I5)

According to the plan, illiterates are individuals 10+ who are not enrolled in any school and who have not reached the functional level in reading and writing in Arabic as may be indicated by:

- a. The ability to read a paragraph in a daily paper with understanding and fluency.
- b. Ability to express one or more ideas clearly in writing.
- c. Ability to write correctly what is dictated.
- d. Ability to read and write numbers and solve simple sums required in everyday life. (I6)

One advantage of the above definition is that it avoids the vagueness of other definitions that often take the matter merely as the ability to read and write some lines. It, hence, draws nearer to what Schuman, Inkles and Smith put in 1967 for the differentiation between illiterate and literate adults. (17)

However, the Ministry's definition raises a big difficulty as it differs from the principles of enumeration followed in the censuses of 1960, 1966 and 1976 in which are enumerated as illiterate those who admit their inability to read and write. (18)

In accordance with the 1960 and 1966 census figures of 12.481.772 illiterates 10+ and 13.324.879 respectively, the Ministry estimated that the figure is about 14.000.000 in 1970. The annual increase was estimated at 1.1% to which is added 1.750.000 unabsorbed by primary education throughout the years 1963/64 to 1970/71. Besides, further addition of 1.250.000 as drop-outs throughout the same period made the total estimate about 17 million illiterates. (19)

Taking 1971/72 as the base year on which to build the plan, requirement for 2699 classes each encompassing 36 learners, the total number of enrollees was estimated at 97.164. 633 more classes were assigned as the responsibility of 'other agencies' to enrol 18.499 learners in this base year. It is assumed that one million illiterates and more are ^{to be} accepted every year. The total number for the whole plan was estimated at 10 millions chosen from among the productive age group 15-45 years. (20)

In so far as the division of responsibilities is concerned, execution was envisaged as impossible without the active contribution of other Ministries and associations. Of the assumed total figure of ten million illiterates, their share is as high as

6.250.000 illiterates throughout the ten years. The share of the Ministry of Education is 3.750.000. The distribution of learners, classes and costs over the ten years of the Ministry of Education's share is indicated in table 9.I

Table 9.I

Distribution of learners, classes, and costs over the plan years⁽²¹⁾

Year	Classes	Learners	Financial requirements (in £E)
I97I/72	2699	I00.000	269.900
I972/73	4I67	I50.000	4I6.700
I973/74	5578	200.000	557.800
I974/75	6978	250.000	687.800
I975/76	8378	300.000	837.800
I976/77	9778	350.000	977.800
I977/78	III78	400.000	I.II7.800
I978/79	I2978	450.000	I.257.800
I979/80	I2978	500.000	I.297.800
I980/8I	I4378	550.000	I.437.800
I98I/82	I5778	600.000	I.577.800
Total		3.850.000	I0.446.800

Sources of finance of the plan were specified as follows:

- I. The allocated budget from the Ministry of Education.
2. Allocations by companies and associations for the purpose of educating their workers.
3. Allocation of a certain proportion from advertisement taxes.
4. Donations, grants and other forms of aid from local and international agencies.⁽²²⁾

2. The Supreme Council's National Plan (1973-1980)

The 'Supreme Council for Adult Education and Illiteracy Eradication', has taken upon itself to draw long-term and short-term plans beside the co-ordination of the work between various agencies involved in illiteracy eradication.⁽²³⁾ Act 67 of 1970 gave certain characteristics to the work of the Council:

1. That illiteracy-eradication has to go within the framework of a specific national policy according to which the national and educational goals of illiteracy eradication plans are to be defined.
2. That the implementation of illiteracy-eradication plans is, according to article I, a shared responsibility between a great many governmental and non-governmental agencies with a special position for the Ministry of Education.
3. That success of the policies drawn by the Supreme Council is conceived possible through co-ordination between central planning bodies at the national level and those at the local level in the way that allows elasticity.
4. That reliable statistics are an important base for the achievement of both short-term and long-term goals through precise estimation of material and human potentialities available.⁽²⁴⁾

Work in the Supreme Council is undertaken through meetings which are to be held normally every two months.⁽²⁵⁾ Besides, there are 'technical committees' as follows:

- i. Committee for enumeration.
- ii. Committee for incentives and financial costs.

- iii. Committee for definition of the role of each of the agencies involved in the illiteracy eradication plan.
- iv. Committee for putting plans, curricula and looking after the availability of books.
- v. Committee for information and propaganda. (26)

Throughout the twenty six meetings until 1975, the Council was devoted to the discussion of the reports submitted to it from the five committees, and the preparation of the overall framework of national plans for illiteracy eradication. Three broad objectives were put for the Council's 'National Plan':

Firstly, to facilitate the realization of the economic and social goals of the State through enabling illiterates to acquire the ability of understanding, feeling of belongingness and promote their skills to undertake their roles in the society. Acquisition of communication skills, especially writing, is seen as highly relevant for the building up of civilisations.

Secondly, that illiteracy eradication is an important step toward learning throughout life. Hence, the plan asserts that the acquisition of communicative skills as reading, writing and arithmetics is not an end in itself, but rather means to enable citizens to master tools of knowledge and reach self-development. (27)

Thirdly, that in addition to the attention given to acquisition of the skills of reading and writing, seminars should be held for the discussion of problems and ^{how} they could be solved. (28)

In putting its national plan, the Supreme Council studied two styles of work. The 'traditional' style in which ^{comprehensive} campaigns are to be undertaken by enlightened individuals as was the case with Cuba and the Soviet Union.

The second was the 'selective' style according to which certain sectors in the society are chosen as a first-place priority according to certain considerations, followed by other sectors until illiteracy among the whole population is eradicated. The Supreme Council, in the light of the inadequacy of potentialities for 'comprehensive' campaigns in the present conditions of Egypt, and also because of the urgency of reaching certain sectors whose illiteracy impedes development schemes, the second style was favoured though the first was not altogether discarded. The second style was seen fitting for reaching the illiterates in various productive positions in Government as well as Public Sector units, meanwhile the first would make it easy to reach the 'masses': farmers, craftsmen, housewives, ... etc. ⁽²⁹⁾ Thus, the national plan was made into two:

I. An immediate plan which is after the eradication of illiteracy among workers in the Government bodies and various Public Sector units. Their numbers were found to be much less (than in the case of the 'mass' sector) and their relevance to the development plans was evident.

2. A long-term plan which needs more studies and better arrangements. It is after the eradication of illiteracy among the adult population at large, what the Council called the 'mass sector'. ⁽³⁰⁾

The Government Sector Plan

The total number that the plan intends to reach is about ⁽³¹⁾ 225.000 distributed over various provinces according to the following table:

Table 9.2

(32)

Numbers of Supreme Council's National Plan Distributed over Provinces

Province	No. of Illiterates		Province	No. of Illiterates	
	in Govt. Offices	in Public Sector		in Govt. Offices	in Public Sector
Cairo	20.000	30.000	Giza	6536	3226
Alexandria	6596	50.272	Beni Suef	1000	4000
Port Said	941	828	Fayoum	1791	4522
Ismailia	616	---	Minia	8673	4388
Suez	1234	6261	Assuit	1969	1084
Qualubia	1575	6000	Sohag	3819	1017
Sharkia	3453	1369	Qena	2594	547
Kafr el-Sheikh	6073	2553	New Valley	200	1000
Dakahlia	575	1000	Aswan	1480	2729
Damietta	1279	4041	Red Sea	200	1000
Monufia	2393	4000	Behaira	1946	5000
Gharbia	2596	10834	Matrouh	571	928
Grand Total (approximate)				75.000	150.000

The executive plan that the Supreme Council put for the Government Sector builds on a three-type classification of units covered in accordance with the number of illiterates in each unit as follows:

i. Units with less than 20 illiterates (i.e. less than the number specified by the Council as minimum for opening a class) have their illiterates added to those from other units on condition that the total number does not exceed 40 and is not less than 20.

ii. Units with numbers of illiterates enough to open one, two or three classes (about 120 illiterates) have to get them into literacy within one school year under the guidance of the Ministry or the department to which the unit is affiliated.

iii. Units with numbers more than indicated in (ii) have to put stage-plans in the consultation with Provincial Councils. Two rules have to be regarded in such plans:

(a) that all illiterates have to be turned into literates within the limit specified by the 1970 Act, i.e. before February 1976.

(b) that an order of priorities has to be made that takes into account both the nature of work and the conditions of workers involved.⁽³³⁾

In whatever case, various governmental bodies have to bear all costs starting from the enumeration process, to the holding of final exams as well the award of certificates and the payment for incentives.⁽³⁴⁾

The Mass Sector Plan

Building on the figures provided by the C.A.P.M.S., and in line with the adopted 'selective policy', the Council's plan tends to focus on the illiterates from the age group 14-34, illiteracy among whom is shown in the following table.

Table 9.3

Size of Illiteracy in the Population 14-34 Years⁽³⁵⁾

Sex	1973	1974	1975
Males	2.040.100	2.038.900	2.035.000
Females	3.364.400	3.377.800	3.361.800
Total	5.404.500	5.416.700	5.426.800

When the numbers of illiterates in the Government Sector are deduced from the above figures, together with the expected decline in the rate of increase in illiteracy, the following figures were reached by the Supreme Council for the size of illiteracy in the mass sector:

Table 9.4

Size of Illiteracy in the 'Mass Sector' in age-group 14-34⁽³⁶⁾

Year	Number of Illiterates	Increase
1973	5.227.067	
1974	5.239.267	12.200
1975	5.249.367	10.100

The Council's National Plan intended to eradicate the illiteracy of 6 million citizens over a period of seven years from 1973/74 to 1979/80. It was planned to open classes to encompass an increasing number of enrolees starting with 220.000 in 1973/74 to 750.000 in 1974/75 then amounting to 1.000.000 in each of the remaining years, as indicated in the following table.

Table 9.5

Classes and Learners in the Mass Sector Plan Distributed over the Seven years (37)

School Tear	No. of Learners	No. of Classes
1973/74	220.000	5480
1974/75	750.000	18.750
1975/76	1.000.000	25.000
1976/77	1.000.000	25.000
1977/78	1.000.000	25.000
1978/79	1.000.000	25.000
1979/80	1.000.000	25.000

As for the human requirements of the 'Mass Sector' plan in so far as teachers and inspectors are concerned, they are shown in the following table.

Table 9.6

Teachers and Inspectors Required for Classes of the Mass Sector (38)

School Year	N. of Classes	Human Requirements	
		Teachers	Inspectors
1973/74	5.480	5.480	137
1974/75	18.750	18.750	470
1975/76	25.000	25.000	625
1976/77	25.000	25.000	625
1977/78	25.000	25.000	625
1978/79	25.000	25.000	625
1979/80	25.000	25.000	625
Total	149.330	149.330	3732

As the Supreme Council's National Plan was to be undertaken at a time the Ministry of Education's Plan (1972-1982) is being executed, the Council tends to co-ordinate its efforts with those of the Ministry. It looks at its own plan as one with four phases:

1. Preparation (1971-1973) during which the Council was under formation, and studies by its technical committees were still in the making.
2. Experimentation (1973/74) which started with the execution of the 'Mass Sector' plan.
3. Execution, which marks the expansion in classes and learners starting from 1975/76.
4. Liquidation, which follows the end of the third stage above and is likely to take one more year after the end of the seven years (1980/81) in which the remaining pockets are dealt with. (39)

The National Plan undertaken by the Supreme Council raises a question about the validity of concentration on the age-group 14-34. Even if the rationale of 'selective' style is favoured more than the 'comprehensive' one due to the difficulties of the availability of material and human requirements, the age 34 is hardly acceptable as a maximum limit. Rather than taking it as a maximum limit, it is even plausible to regard the age 34 as the 'prime' of an adult's physical and mental maturity. It is admitted that the age of entry into work in Egypt is small, being a characteristic of a traditionally agricultural society in which children are involved in work, both paid and unpaid very early in their life, yet the age group 35-55 is, to the writer's way of thinking, highly significant.

The N.C.E.S.R.T.'s 'National Comprehensive Plan' for Illiteracy
Eradication and Adult Education (1975-1980)

In July 1975, the Adult Education and Illiteracy Eradication Section of the N.C.E.S.R.T. presented its conception of the 'National Comprehensive Plan'. After discussion, the Council accepted it as a 'suggested National Plan for Illiteracy Eradication'.⁽⁴⁰⁾ The suggested plan was based on three cores: Firstly, that an adequate minimum of educational service should be provided for young children who could not catch up with the train of education for one reason or other. Secondly, that follow-up should be made of the education of young youth who have not got an adequate portion of education, and who are still below the age of work, in order to prevent their relapse to illiteracy. Thirdly, that it ^{is} of importance to look after the education of the illiterate adults who have their influence on production, work and family structure.⁽⁴¹⁾

In line with the three broad cores, the plan of the N.C.E.S.R.T. is divided into three divisions:

I. A plan is drawn for children and young youth for whom the following recommendations are raised to 'block the sources of illiteracy' :

i. Achievement of full absorption capacity of primary education to comprise all children under obligation.

This category of unabsorbed is estimated at 250.000 annually.⁽⁴²⁾

ii. Dealing with the problem of drop-outs among children

8-12 years old and whose number amounts to 100.000 yearly.

iii. Providing education for children who have not got adequate education. The total of all categories included in this group is estimated at 526.000 yearly.

2. A plan for individuals who have reached working age and who are classified into three categories:

i. Those who work in Government offices and various Public Sector units who are estimated at 130.000 adults.

ii. Youth who have reached the age of compulsory military service and are still illiterate. They are estimated at 100.000.

iii. Illiterates in the 'Mass Sector' (al-kitā al-jamahirī) whose age ranges between 16-35 and who are estimated at (43) 6 million individuals.

As for the individuals who have reached the working-age and most of whom are involved in our study being adults, the N.C.E.S.R.T. suggested specific arrangements for each of the three categories:

(1) Illiterate workers in Government and Public Sector units:

The N.C.E.S.R.T. called upon the provincial councils for adult education and illiteracy eradication as well as the heads of various organizations and associations to stick to the time limit specified by the 1970 Act, that all illiterate workers are to be literate before February 1976.

(2) Illiterate youth reaching the compulsory military service age:

The Council suggested an integrated plan in which both the Military Forces and Ministry of Interior co-operate.

Varied programmes have to be provided prior to joining Forces,

during their early military training, and in-service military training for such youth.

(3) Illiterates in the 'Mass Sector'

The N.C.E.S.R.T. built its estimates for this sector on the figures produced by the C.A.P.M.S. (1973) from which it abstracted the following figures about illiterates:

The age-group 10-40 in the whole country (with the exclusion of Canal and Border zones) encompassed 9.779.200 illiterates, of whom 3.826.900 were males, and 5.952.300 were females.

The age-group 15-35 was more favoured by the Council. There were 5.426.800 illiterates in the whole country (with the exclusion of the Canal and Border zones), of whom 2.035.000 were males, and 3.391.800 were females.⁽⁴⁴⁾ With the addition of 570.000 illiterates within the group who live in the Canal and Border zones, the total figure was finally estimated at 6 million illiterates.⁽⁴⁵⁾

The Council's plan is after the 'selective' style from within the age group 15-35. Priorities are given, in the first class, to those working in strategic sectors defined as industry, systematic agriculture, popular, trade union and national organizations). In the second place, the following are selected: housewives, private craftsmen, inhabitants of villages and hamlets. In all cases, the younger are always to be preferred.

Later, the Council decided to extend the base of the age-group covered to include the illiterates in the age-group 35-45 who were estimated to be about one million adults. The

total illiterates covered in the age-group 15-45 amounted to seven millions. The plan suggests that five years duration is enough (1975/76 to 1979/80) for the execution. However, the Council left the door open for extension in the years following the end of the plan (1980/81 and 1981/82) to deal with any remaining pockets. The details of the plan are indicated in the following table:

Table 9.7

Learners and Classes in the N.C.E.S.R.T.'s National Comprehensive Plan (1975-1980)⁽⁴⁶⁾

School Year	No. of Learners	No. of Classes
1975/76	1.000.000	25.000
1976/77	1.500.000	37.500
1977/78	1.500.000	37.500
1978/79	1.500.000	37.500
1979/80	1.500.000	37.500
Total	7.000.000	175.000

Human requirements for the execution of the plan are made on the basis of appointing one inspector for every 40 classes, and one teacher for each class as indicated in the following table.

Table 9.8

Classes, Teachers and Inspectors in the N.C.E.S.R.T.'s Plan⁽⁴⁷⁾

School Year	No. of Classes	No. of Teachers	No. of Inspectors
1975/76	25.000	25.000	625
1976/77	37.500	37.500	937
1977/78	37.500	37.500	937
1978/79	37.500	37.500	937
1979/80	37.500	37.500	937

Total costs of the plan throughout the five years are estimated at LE 17.500.000 counted on an average cost of LE 2 $\frac{1}{2}$ ^{for} illiterate per year. Such an estimate is after a study undertaken by the Supreme Council for Adult Education and Illiteracy Eradication.⁽⁴⁸⁾ Costs distributed over the five years of the plan are indicated in the following table.

Table 9.9

Costs of the N.C.E.S.R.T.'s Plan Distributed over the Five Years⁽⁴⁹⁾

School Year	Costs in LE
1975/76	2.500.000
1976/77	3.750.000
1977/78	3.750.000
1978/79	3.750.000
1979/80	3.750.000
Total Costs	17.500.000

The N.C.E.S.R.T. suggested that, in case the plan is approved, the continuation of new literates in education has to be provided for. In all cases , the execution of the plan has to be accompanied by certain administrative arrangements:

I. That an organisational structure for leading and orienting execution at all levels has to be established under the chairmanship of prominent figures in political, technical and executive spheres. One of these has to undertake the Supreme Council for Adult Education meanwhile the Ministry of Education carries^{on} its support by all means, to the plan.

2. That full-time researchers have to be appointed to make studies and researches for the planning, organization and finance of the programmes as well as the development of curricula and teaching aids. (50)

Types other than Illiteracy Eradication in Adult Education

Policy

The exaggerated attention directed to the formulation and implementation of policies for the eradication of illiteracy among Egyptian adults does not negate that other types of adult education are also planned for though not yet included in comprehensive national plans. Planning for these is undertaken fragmentally by the Ministries to which they are affiliated as follows:

- i. 'Workers' Education' which is affiliated to Arab Socialist Union.
- ii. 'Popular Culture' which is affiliated to Ministry of Culture (temporarily amalgamated since October 1978 in Ministry of Education).
- iii. 'Adult Vocational Training' affiliated to Ministry of Industry.
- iv. Continued education for adults mainly affiliated to Ministry of Education and Higher Education.
- v. 'Community development' mainly through Unesco's ASFEC.

I. Workers' Education

The establishment of an administration for 'Trade Union Guidance' in 1950 was for the fulfilment of two main goals: Firstly, to guide union members to know their duties and rights associated with such membership.

Secondly, to encourage trade unions to improve their social and union services. (51)

The above administration undertook to provide and organize seminars and meetings which aroused the attention of many workers. Such success was prelude to the establishment of the first Trade Union Centre in Cairo in 1952 followed by two others in Alexandria and Suez in 1954.⁽⁵²⁾ However, the educational efforts undertaken by such centres failed to reach their goals⁽⁵³⁾ until the Ministry of Education gave the matter its special attention in the late 1950's taking this type of 'Workers' Education' as one branch of adult education for which it was responsible by the 1944 Act. A happy link was made through the 'Popular University' that had been established since 1945. The contact of the 'Popular University' (later called University of Culture) with the 'General Syndicate of Workers' gave rise to the formation of a joint committee in the late 1950's.

In its 17 meetings from November 1957 to March 1958, the joint committee led the way by putting curricula for Workers' Education lectures. These were applied primarily to five trade unions in a course of three months designed to help union officers appreciate the scope of trade union activity and deepen ^{their} understanding of social and economic problems.

Following a report from the I.L.O. Swedish expert, Dr. Ludvigson in 1959,⁽⁵⁴⁾ and the resolutions raised by the above committee, Presidential decree no. 2253 of 1960 was issued for the establishment of the Workers' Educational Association. It was made a public organization affiliated to the 'National Union', the only political party at that time.⁽⁵⁵⁾

The constitution of the W.E.A., promulgated by the Supreme Executive Committee of the Arab Socialist Union (Decree no. I of 1965) specified three major goals for the W.E.A. namely,

1. Providing national education for workers in order to be citizens capable of shouldering their responsibilities in society.
2. Training capable trade union leaders to participate actively in the labour movement on the Egyptian, Arab and international levels.
3. Intensifying cultural and trade union awareness in a way that will help the building and promotion of sound Workers' and T.U. movement.⁽⁵⁶⁾

Five ways were defined for the W.E.A. to fulfil the goals covering a wide range of educational, cultural and recreational activities as follows:

1. Establishment of workers' cultural, and training centres in cities and industrial towns.
2. Visits, trips and performance of researches.
3. Organization of general lectures and seminars in areas where centres are not found.
4. Issue of cultural and T.U. books, booklets and periodicals.
5. Establishment of higher institutes for the graduation of lecturers and tutors.⁽⁵⁷⁾

With this wide range of activities, quite a long time and effort has been spent in attempting to give the W.E.A. an identity of its own. The argument about the goals it should seek to accomplish, the weight to be given to each of its programmes, and the nature of the content of what is provided whether it would be 'civic' or 'trade unionist' has continued.

The scope of the educational programmes by the W.E.A. was settled by a technical committee ^{formed in 1961} of 22 members representing the Ministries of Education, Social Affairs, Culture and Industry, together with representatives of the National Union (later A.S.U.) and workers themselves. The agreed upon scope includes four spheres: worker culture, T.U. training, specialized studies; and researches. (58)

Since its establishment, the W.E.A. has concentrated on the short-cycle policy with unified programmes called 'general'. These are designed for the wide masses of workers to promote their appreciation of social and labour problems as well as their scope of activity as T.U. members and as citizens. It ranges between 7-22 lectures dominated by national subjects, but include also T.U., economic and spiritual principles. The normal duration of such programmes is one week except for full-time attendance in which case it extends to three weeks or a month. (59)

Programmes for T.U. leaders extend to three months and are attended twice a week. They provide such leaders with T.U. skills in some depth. The subjects taught include history of T.U., formation and functions of T.U.'s, financial aspects of T.U. work, membership problems, labour legislations, insurance, co-operation, principles of economics, international aspects of labour, and national education. (60)

Specialized programmes are designed mainly for three categories: future worker tutors, workers' representatives in Boards of Directors and trade union administrators. (61)

Notwithstanding the efforts made since the 1960's to find an identity for the W.E.A., the need is still felt for the crystallization of its goals amidst a quickly changing society. It has been ascertained by a committee formed (1974) of the Director General of the W.E.A. together with a group of W.E.A. leaders and university professors that the W.E.A. has not yet reached the state of stability necessary for successful planning. They state that 'The aim of the W.E.A. is vague and confused in the minds of a great percentage of investigatees.'⁽⁶²⁾ Strangely enough those investigatees included the zone directors, heads of Workers' Institutes and high officials holding key positions in the W.E.A.

2. Popular Culture

The 'Popular Culture University' was established by Ministry of Education in October 1945 (Order No. 6545). According to this Order, one centre was established in February 1946 for the dissemination of popular culture among adults who wished to broaden their intellects without regard to the holding of qualifications. Soon, 15 other centres followed in 1946.⁽⁶³⁾ In 1947, 14 new cultural centres were established in capitals of provinces throughout the whole country which were made into 19 in response to strong pressure on the part of adults.⁽⁶⁴⁾

After the first wave of success, a Royal Decree was promulgated in May 1948 in which four broad objectives were assigned for the Popular Culture University to realize:

1. To disseminate 'general culture' among the people on the bases of their desire and personal ability.
2. To arouse national awareness among the people through raising their general intellectual and social level.
3. To shape the character of individuals and promote their faculties through scientific and practical studies.
4. To promote social and athletic activities. (65)

At the outbreak of the Revolution in 1952, there were ten branches of studies provided in the Popular Culture Centres all over the country including political, historical, literary, scientific culture, professional, social studies, health culture, female culture, fine arts, and languages. (66)

Three categories were to benefit by the services provided by the Popular Culture:

Firstly, those who have become literate and like to get more general cultural and professional orientation.

Secondly, medium-cultured individuals who have the desire to raise ^{their} scientific and cultural standard.

Thirdly, farmers and labourers among whom intellectual and professional illiteracy was prevalent. The mission was to contact such people wherever and whenever they had a desire for such cultural contact in whatever form these masses saw fitting. (67)

Such an elastic policy for cultural dissemination accompanied by a wide scope of provision covering great many interests formed, to the writer's way of thinking, as well as to eminent academics like Professor Ebaid (68) the most successful

experiment Egypt^{has} ever had in the realm of adult education. It followed the very policy that the Egyptian adult masses, the vast majority of whom living at subsistence level, liked culture to be disseminated among them. The striking rise in the number of enrolees in 'Popular Culture' Centres year after year, to which reference will be made later in the chapter, (69) is a good evidence for the ready response on the part of adults. Furthermore, such success induced the 'Popular Culture' since 1955 to assume a leading role among other agencies that tended to serve the masses. It fostered the cause of 'Workers' Education' by all means through offering consultative, technical and financial aids. (70) What is of greater relevance to the development of adult education, is that it formed committees for co-ordination with the Ministry of Social Affairs, Labour, Prison Department, Ministry of Health, and later Ministry of Guidance for the promotion of adult education provision. (71)

However, in an attempt to link the work of the Popular Culture University with the political proposals that the rising revolution was preaching, the former was snatched from the Ministry of Education and affiliated to 'Ministry of Culture and National Guidance' by Presidential Decree in 1958. In so far as adult education policy in Egypt is concerned, this represented a severe setback as will be elaborated later in this chapter. (72) In 1959, the Minister of Culture formed a committee to reconsider the place and goals of the Popular Culture University 'so that it may develop in harmony with the Revolution's logic and head for realistic goals in the service of citizens'. (73)

Under the new plan drawn for the 'Popular Culture University' new Ministerial Order No. 44 of 1959 was issued changing the name into 'Liberal Culture University' (Jamiat al-sakafa al-horra) followed by another No. 105 of 1960 forming a board for planning the new schemes in accordance with the development plan. The Ministry of Culture maintained twenty two centres of the old 'Popular Culture University' to work as miniature of the Ministry undertaking its task and mission in various provinces. Each was to contain theatre, cinema, music hall, library, drawing gallery, a class-room, a lecture-hall and a garden for the practice of various activities. The new goals were defined as follows:

1. Provision of cultural services to a great sector of the people.
2. Distribution of liberal culture on a geographically fair basis.
3. Dissemination of culture has to be in accordance with available potentialities.
4. Intensification of cultural understanding.
5. Maintenance of good standard of what is provided. (74)

It was thus, that a new mission was adopted for the 'Popular Culture Sector', to look after cultural dissemination in its broad sense. No more is it basically of classrooms and teaching services, but rather '.... bringing culture to people in villages and provincial towns, re-enacting through the houses of culture and the village culture centres... '(75) The organization that was made to realize such mission provides 'popular culture' through three specialized centres and eight central administrations. The specialized centres are:

- i. Centre for Village Culture.
- ii. Centre for Pioneer Training.
- iii. Centre for Child Culture. (76)

The eight central administrations are as follows:

1. General Culture
2. Libraries
3. Arts and environmental industries
4. Theatre and Folklore
5. Music
6. Cinema
7. Cultural Caravans and Programmes
8. Cultural Societies and Clubs.⁽⁷⁷⁾

Moreover, two administrations for executive services serve these eight namely, the Planning and Follow-Up; and the Engineering Service Administration.⁽⁷⁸⁾

Reflection on the shift in the policy of 'Popular Culture since 1960 indicates a new way for penetrating the adult masses. Careful catering for educational and professional interests of the adults has abruptly given its place ^{to} 'broad culture' activities without ample study of the nature and conditions of the vast majority of the Egyptian masses. Hence, Professor Ebaid sees that the closure of the 'Popular Culture University' and its affiliation to the Ministry of Culture is 'un-understandable and has not got convincing justifications'.⁽⁷⁹⁾ He shows how the masses were disappointed to find that the new name given to 'Popular Culture University' was only a step towards coherent change in goals and means.⁽⁸⁰⁾ In its new form, it tends rather to disseminate artistic appreciation in so far as cinema, theatre, music hall and arts are concerned. It encourages, as well folklore and allows meetings with general purpose. Very recently, since 1976, it has introduced to its broad activities some classes for learning languages, commerce, type-writing. However, under the Ministry of Culture, these cannot cleverly respond to the pulse of the masses in Egyptian towns, villages and hamlets in the way its predecessor did. The immediate success of the Popular University in ^{the} 1940's and 1950's is incomparable to a new organization still 'working hard to introduce itself to the masses.'⁽⁸¹⁾

3. Adult Technical and Vocational Training

Vocational Training for Adults

Until 1954, vocational training for workers was mostly made the responsibility of older and more experienced ones with no regard whether the trainers have got special training that enabled them for the task.⁽⁸²⁾ In 1954, a centre for 'Training and Productive Efficiency' was established in accordance with an agreement between Egyptian Government (Ministry of Social Affairs) and the I.L.O. Following this, the 'Permanent Council for Vocational Training and Productive Efficiency' was established. It was formed of representatives of all Ministries related with industrial production as well as members from the Union of Industries^{and} Trade Unions. Its task was to pave the way for the establishment of vocational training centres and co-ordinate between them.⁽⁸³⁾

In 1956, the Ministry of Industry was established and the 'Centre for Vocational Training and Productive Efficiency' was affiliated to it as one of its departments. Since then, systematic training was started under the supervision of the Ministry of Industry. In the late 1950's, it embarked on a five-year programme.

The 1959 Labour Act included two sections, one of which was devoted to vocational^{upgrading and} training, and the other to vocational rehabilitation. The first introduced the tripartite committees (made up of representatives of the Government, employers, and trade unions) to organize vocational graduation. It included as well the establishment of joint committees at the firm level

and also 'consultative joint committees' the role of which in the field of training was defined. In so far as adult vocational training is concerned, there are the following types of vocational centres:

(a) Accelerated Training Centres

These centres are especially for adults (19-30 years) who are holders of Primary School Certificate. The aim of these centres is defined as preparing semi-skilled workers in a short time meanwhile they are given a certain amount of related trade theory.⁽⁸⁴⁾ They are given training that ranges between 2 to 10 months according to the trade. Most of the clientele of these centres are adults who have not had previous idea about the trades in which they are trained, and are led to a degree of skill that will help them achieve quickness and precision.⁽⁸⁵⁾ To be admitted to any of these centres, candidates should have the ability to read and write besides some principles of arithmetics. They have, as well, to pass personal, medical and psychological tests.⁽⁸⁶⁾

(b) Upgrading Training Centres

The first of such centres was established in Abbasia (Cairo) in April, 1960 with the co-operation of the I.L.O., Geneva for the achievement of two goals:

Firstly, raising the level of skill of the present workers in industry through training them practically on the new techniques, while, in the meantime, improve the old ones to which they are accustomed .

Secondly, disseminating technical culture among workers

through condensed lessons in the technology of their profession so as to enable them to assimilate the theoretical grounds on which their professions are based. (87)

Another was established in Alexandria in October 1961 in which a number of industrial companies participated:

- i. Alexandria Spinning and Weaving.
- ii. Transport and Engineering Company.
- iii. Misr Company for Artificial Silk.
- iv. Arab Company for Spinning and weaving. (88)

The training given in such centres ranges between 3-6 months. Admission is confined to candidates having at least 3-10 years of experience in their craft beside the ability to read and write. (89)

(c) Industrial and Scientific Sections in the Popular Culture Classes

The classes for cultural and educational services (Fosoul al-khadamat) which are opened in some cultural 'palaces' (Kosour al-Sakafa) and cultural homes (boyout al-Sakafa) include an industrial and scientific section with all or some of the following crafts^{are} provided:

- i. electricity
- ii. wireless and electronics
- iii. sound photography
- iv. mechanics
- v. car driving (90)

(d) Vocational Rehabilitation Centres and Offices

The Ministry of Social Affairs has established some offices and centres for the rehabilitation of physically handicapped

citizens. Besides, it established as well some centres of vocational training for the needy adults and youth to help them acquire some skills that suit their capacity.⁽⁹¹⁾ After making case studies of the handicapped, they are vocationally oriented and rehabilitated. The service offered by the Ministry of Social Affairs continues even after the individuals get their vocational orientation.

(e) The Instructor Training Institute

It was established in 1962 with the aid of I.L.O. to develop the skills of practical and other instructors needed for vocational training centres. Courses provided in the institute comprise two categories:

- i. instructors working in governmental and private training centres.
- ii. managing staff and directors of governmental and private training centres.⁽⁹²⁾

Certain conditions are acquired of candidates before they are qualified to undertake training in vocational training centres of the institute:

- Firstly, to be masters of their trade (skilled workers).
- Secondly, to understand theories related to their trade.
- Thirdly, to have the ability to supervise, guide and teach technical subjects.
- Fourthly, to have the ability to understand youth problems and ways of solving them.⁽⁹³⁾

The courses provided combine three elements together: the theoretical, the practical together with field visits to firms and companies.⁽⁹⁴⁾

4. Continuation Education for Adults

(a) University Extension System for Adults:

The competitive system by which admission to Egyptian universities is governed, has given rise to the 'External System'. Some universities like Cairo, Ain Shams and Alexandria admit Secondary Certificate holders who have failed to gain access to certain faculties with theoretical fields of specializations. These include Literature, Law and Commerce. Admitted adults are not allowed to attend lectures, but sit for the same examinations as their peers who attend regularly. The system is, hence, one means by which university degrees are to be worked for. It hardly differs from the normal university system except for attendance. (95)

The attacks on the organization of the 'External System' amidst the growing crowdedness of the Faculties of Commerce, Arts and Law was raised by the Ministerial Committee for Labour Power (1966) (96) who encouraged the reconsideration of the system in the light of the needs of the country for graduates from such specializations.

Support has been given to the establishment of Public Service Divisions in the universities which were recently established in Ain Shams and Cairo universities in almost the same line of the similar division in the American University, Cairo established since 1924. The objectives of such divisions are put in three:

I. To meet the dynamic and changing educational needs of adult learners.

2. To offer technical, professional and vocational training that public and private organizations require.

3. To promote cultural awareness through the provision of cultural programmes. (97)

The newly established division at Ain Shams University has similar objectives to those of the American University stated above. The aim of the non-formal scientific studies is announced to be satisfying the needs of individuals and organizations in various branches of knowledge. (98)

At Ain Shams, the study in that division is carried on in three sessions:

- First session from October to December.
- Second session from February to April.
- Summer session during June-July. (99)

As for the American University, it has only two sessions: the first from October to December, and the second from February to April. (100)

The 'Public Service' is provided in the form of general lectures delivered in a number of branches that cover: languages, scientific and technological studies, commercial studies, health and prevention, computer and photography.

(b) Extension at the Below-University Level

Such a system is designed to serve certain categories of adults who wish to get certificates of formal education through evening study. Two arrangements are made to help them towards the purpose. On the one hand, the study is made in the evening in one of the primary or secondary schools. Besides, age does not stand as barrier for the continuation of education.

Students of that system sit for examinations whether in promotion grades or certificates of primary, preparatory or secondary education, in just the same way as regular students except for attendance. Such a service is allowed by some private schools which have to accord with the regulations of the concerned educational zone.

A similar service is as well provided in the Liberation Schools (Madaris al-Tahrir) established by the Department of Public Affairs and Moral Guidance in the Ministry of Defence. Soldiers and other ranks are eligible for study at the primary, preparatory or the secondary level and some even join Higher Education through the Extension system.

5. Adult Education for Community Development

The resolution of the UNESCO Executive Board in November 1951 to establish in Egypt a regional training centre under the name 'Arab States Training Centre for Education for Community Development', was a noticeable step in the history of the country. Four considerations were taken by the Seventh Session of the UNESCO (1952) in supporting the resolution:

I. The need of the Arab area for a 'Fundamental Education Centre' in which the efforts of the Egyptian Government will collaborate with UNESCO and other specialized and international agencies.

2. The rising interest in 'Fundamental Education' among the Arab States as was indicated by field projects.

3. Inability of 70 million inhabitants of the Arab area to read any of the international languages: English, French or Spanish.

4. The usefulness of publication exchange. (IOI)

Since 1953, the Centre (A.S.F.E.C.) has been established at Sirs el-Layyan. Throughout this long period, the objectives of the Centre have undergone noticeable change as follows:

Firstly, between 1952 and 1959, it concerned itself mainly with training of leaders in fundamental education who are capable of motivating the rural masses to face problems and attempt solutions. (IO2)

Besides, the Centre was concerned with the preparation and use of fundamental educational materials together with the provision of information based on research.

Secondly, inspired by the objectives of the First Development Decade, the work in the Centre has, since the early 1960's been oriented heavily toward community development. It moved a step further from mere 'preparation for development' to actual participation in it. This was envisaged through the training of individuals on work with groups and the integrated development of their societies in all spheres including: illiteracy eradication, agriculture, industry, health and social development. (IO3)

Thirdly, since the late 1960's, the Centre has been preparing for a third orientation of its mission, in line with life-long education on the one hand, and the intensification of self-education, on the other.

How Far the Post-1952 Adult Education Policy has Worked

If it is assumed that the trends in the field of adult education since 1952, however defective, form what may be called 'policy', then judgement of its effectiveness in penetrating the adult masses has to take into consideration two major defects that have affected its implementation until the present time namely: the marginality of adult education within the national system of education; and the weak of spirit of partnership that binds the adult education providers together. These have combined with some minor ones stemming from various socio-economic conditions including, in the first place the population explosion seriously felt since the 1950's, the country's burden of three wars in 1956, 1967, and 1973, and the reluctance, on the part of many adults especially those in rural areas to join adult education classes. The final outcome of adult education service, as will be elaborated in the remaining part of the chapter, is far from being adequate to a country aspiring for modernity.

I. Marginality of Adult Education Within the National System of Education

Official documents about education in Egypt describe the structure of the educational system as one that comprises primary, preparatory, secondary and Higher education. (104) Primary education is a compulsory

unified stage for all children 6-12 years, with a starting age 6-8 years. Al-Azhar has its own primary schools heavily geared to the memorization and recitation of the Holy Koran with similar arrangements to the ones above.^(I05) Preparatory stage is, since 1968, an 'independent' stage of either primary or secondary stages, with three years duration for children 13-15. The minimum starting age is 11 and the maximum is 15, and the study in this stage is unified.^(I06) The secondary stage is open for children who hold the preparatory school certificate. Its duration is three years normally for ages 16-18. The minimum starting age is 14 and the maximum is 18. There^(I07) are varied types of secondary schools but the most salient are the General, the Industrial, the Commercial and the Agricultural. Higher Education is divided into two levels: the university level of at least 4 years of study after getting the Certificate of Secondary Education, and Higher-Institutes level of almost the same duration. Besides, there are institutes for the training of technicians the duration of which is normally less than four years.^(I08) The 1977 report of the National Centre For Educational Research recognizes the existence of schools and kindergartens at the pre-primary level though they are not included in the educational ladder.^(I09) All the recent official documents about Egyptian education including the Minister of Education's reports (1976)^(I10), (1977)^(I11) as well as the Ministry of Planning's volume (August 1977) on 'Education, Scientific Research, Training and Manpower'^(I12) for the Five-Year Plan 1978-1982 agree on the above structure of the educational system which is illustrated in Figure 9.I.

Such an official structure, which excludes 'adult education' that is arranged by Act 67 of 1970, reflects the 'fragmental legislation' style that Egypt has favoured until 1968.^(II4) According to that style, each educational stage has its own educational act that regulates the matters concerned with it independently of other stages. Hence, primary education has been unified in one type, and accordingly re-organized by Act 210 of 1953, then Act 213 of 1956. Preparatory education was first organized by Act 211 of 1953 which initiated it as one part of the 'Secondary Stage', but was given separate entity by Act 55 of 1957. The secondary stage was organized by Act 211 of 1953 which was concerned, besides 'general' secondary education, with technical and other types. However, these were treated separately according to three acts issued in 1956: Act 22 for 'Industrial Education', Act 261 for 'Commercial Education' and Act 262 for 'Agricultural Education'. It was thus, that within the 'Technical', the included types were dealt with separately. Some change was witnessed with the issue of Act 68 of 1968. The fragmental legislation style is apparently deserted in that the act is 'comprehensive' dealing with all educational stages in one act for the first time. However, the act did not care for the progression from one stage to the next, nor with the relation between one stage and the others, but rather as Morsi(1974)^(II5) complains, deals with each educational stage in seclusion from other stages.^(II6) Hence, within an apparently 'comprehensive' legislation, fragmentation has been maintained.

Higher Education, which comprises a variety of Higher institutes and colleges, together with universities, forms the top of the Egyptian educational system. Higher institutes and colleges are mostly affiliated ^{to} the Ministry of Education. (II7) Universities are autonomous organizations arranged by Act 49 of 1972 and subsequent adjustments.

The absorption of all educational institutions included in the above structure of educational system has amounted in 1977 to about 7 million individuals studying in 13,000 schools at various stages as well as the 11 universities. The total ^{absorbed represents} number 16.5 of the total population. (II8) When counted according to separate educational stages, the primary stage encompasses 4,200,000 children or about 83% of the total age group 6-12. Preparatory education encompasses about 1,300,000 representing about 50% of the age group 13-15. As for secondary education with all its types, it encompasses about 820,000 representing almost 33% of the age-group 16-18. Higher and University education encompasses about 400,000 representing about 10% of the age-group 19-22. (II9)

With the educational service reaching only one sixth of the total population, the enquiry about the vast majority of the remaining five sixths calls for special significance to 'adult education' in the overall educational structure. Unfortunately, the adult education sector is, until present time, excluded from the educational structure. As a marginal sector, or 'poor relation of the educational system', it has often been left to struggle for its existence.

The theory that seems to have affected the development of Egyptian education until the present time is the 'conventional' one that exaggerates the value of schooling at early age. By the time the individual reaches adulthood he has to suffice by whatever he has acquired. This is even affirmed by an Egyptian wise saying that reads: 'Learning at early age is like carving in stone' (al-ilm fi'l sighar kal-naksh ala'l hagar). A complementary to the saying is that, at old age, learning is like drawing on the surface of water. The conception of schooling draws much closer to what Cropley (1976) describes as 'a "pre-packaged" parcel of skills that can be used in the adult life to come simply by applying the contents of the parcel as the need for them arises.' (I20)

Amidst the prevalence of such 'conventional' educational thought, adult education has lost the strong justification for being integrated within the national system of education. If it has got any place, it is only for the remedy of the inadequacy of basic education provided in the primary stage that is taken since the 1923 Constitution as the minimum (I21) that an Egyptian individual should reach. With its existence arranged only in so far as previous defects are compensated, the confusion between 'adult education' and 'illiteracy eradication' of which the N.C.E.S.R.T. (1976) (I22) complains is understandable.

Accompanying the alienation of 'adult education' from the national system of education is the fluidity of State responsibility towards it. While State responsibility toward primary, secondary or Higher education in matters of finance,

statistics, buildings, follow-up, ... etc. is out of question, the case with adult education is different. Far from being a commitment on the part of the State, it ^{is merely} an expression of sympathy toward some of the educationally deprived masses offered through 'remedial' or 'compensatory' service.

The effectiveness of 'adult education' service has been influenced by this marginality of the sector within the national system of education in, at least, three aspects:

I. Inspecifity of Adult Education Conception

One consequence of the marginality of the adult education sector, is the indifference on the part of the State to give a clear-cut definition of the term 'adult education'. In the legislations issued by the State to regulate 'adult education' service since the mid 1940's, specific terminology is absent. Act IIO of 1944 confused 'popular culture' dissemination with 'illiteracy eradication' in an amalgamation heavily geared to the acquisition of verbal literacy.^(I23) It is possible that such confusion be excused on the grounds of taking place at an early time, five years before the First International Conference was convened at Elsinore.^(I24) However, only little excuse can be given for the maintenance of that old act for over twenty six years until the Act 67 of 1970 was issued. With such long stagnation, it is possible to assume that Egypt turned its back to the world trends in the field of adult education. More serious still, is the assumption that it turned its back to its own former leading position in the African Continent as it was the only African country that was represented in the Elsinore Conference.^(I25)

Furthermore, Act 67 of 1970, issued ten years after the Second World Conference on Adult Education (Montreal, 1960), refrained from drawing a sharp line between 'Adult Education' and 'Illiteracy Eradication' of which its title is composed. The Act seemed to distinguish between both, but the 15 articles deal only with the latter, that it is possible that the term 'adult education' be erased without change to the arrangements included.

Such failure on the part of the State to give a clear-cut conception of 'adult education' has served to open a wide door for individual attempts until the 'variety of conceptions' given to the term has become a source of defect that the N.C.E.S.R.T. criticizes.⁽¹²⁶⁾ It is argued that such variety has left its stamp on the adult education activities which are confused and unsettled between 'education' and 'culture', or between 'fine arts' and 'popular culture', as well as between 'content' and 'method'. Hence, the urgent call raised by the 'Adult Education and Illiteracy Eradication Section' of the N.C.E.S.R.T. that policy-makers and educationists should decide on answers to some key questions :

- What is that we aspire to realize through the adult education movement as a whole?
- What institutions fit the realization of the goals that we decide upon?
- What are the necessary changes and additions for the realizations of goals?⁽¹²⁷⁾

With such a call raised by the highest planning body for education in Egypt, it is easy to see how clear adult

education policy trends are hard to find since 1952. The application of Faure's definition of policy (1972) (I28) as

"the initial phase during which fundamental choices, formulated in the name of the community, are made by the organs or individuals for this responsibility, with the people participating to a greater or lesser extent or giving implicit approval of certain postulates..." (I29)

puts bodies responsible for adult education policy-making in Egypt in accusation. Reports by these bodies lament the vagueness that dominates the field and the welter of contradicting definitions given to the term 'adult education' but rarely admit their own failure to crystallize an acceptable definition that gives a common base for the development of such service, or even give clues to the answers to questions that have, so far been inadequately attempted. (I30)

Associated with the defect of 'inspecifity' is the imbalance in adult education service between 'adult illiteracy eradication' and other types of adult education including the 'Popular Culture', 'Workers' Education', 'Adult Vocational Training', etc. the whole matter. Because the State conceives from a 'remedial' or 'compensatory' perspective, priority is given to illiteracy eradication. Besides, political documents have, since the early 1970's focused on literacy dissemination as the panacea for all ills of the Egyptian society. The Programme of National Action (1971) (I31) and the October Working Paper (1974) (I32) associate 'illiteracy' with 'backwardness', and the wide dissemination of literacy with the realization of the aspirations for a 'modern State'. The former document

defines the main features of a 'modern State' in educational terms as 'a State where there is no place for illiterates'.^(I33) In the latter, it is repeated that a 'modern' individual can hardly be thought of as illiterate, and so, as the Paper states: 'It is our duty towards the Egyptian citizen, who is our principal asset, and by whom and for whom we work, to prevent his falling prey to illiteracy, disease or backwardness.'^(I34) The call is quite plausible in a country aspiring for modernity with over 19 millions of its citizens unable to read or write.^(I35) However, what Egypt needs at its present stage of development is to guard against what the International Expert Panel on Adult Education and Development with Special Reference to the Arab States (Egypt: 29 November-9 December)^(I36) sees as the danger of equating the 'part' with the 'whole'.^(I37) Deeper reflection has to be made of what the Final Report of the Montreal Conference has put before the eyes of various nations that, 'Education merely for literacy is too limited an objective, it defeats its own purpose. It is only as part of the programme for the general education of the adults that literacy acquires meaning and permanence.'^(I38)

Galal, a prominent expert in adult education in Egypt, could only think of the matter in terms of basic 'temporary' and 'permanent' tasks that adult education is called upon to perform. 'Temporary tasks' are so termed because, 'as educational activities (which are supposed to be attended by adults who are driven to participate in them as a result of their being inadequately educated) are not in fact part and parcel of adult education since, in future, formal adult education will

provide for them. They are of temporary significance and may be expected to diminish gradually as the Egyptian educational system, as a whole improves.' (I39)

As for the 'permanent tasks' of adult education, they are supposed to include education for individual and community development and life-long education. (I40)

It might be argued in the light of the present practices in Egypt that the heavy delineation of adult education with 'illiteracy eradication' makes the Egyptian concept geared towards the realization of the 'temporary' tasks of adult education than the 'permanent' ones, or rather at the expense of permanent ones. Such a narrow scope has its serious impact in the light of four considerations:

Firstly, that it widens the gap between the Egyptian practices in the field of adult education and the international trends that are quickly developing, since the Tokyo Conference (1972) toward lifelong education.

Secondly, that in its attempts to educate its adult masses, Egypt does not start from the zero. It has its long history in providing forms of adult education in the broad sense, and has a variety of organizations working in the field although they are not all under the umbrella of adult education. Lack of a comprehensive survey that explores the potentialities of each as well as absence of co-ordination should not conceal the fact that they do exist and can possibly be developed in the right way.

Thirdly, that most of the organizations working in the field of adult education in a different sense from that of illiteracy eradication have also got their role in the national plans for illiteracy eradication.

Fourthly, that ignoring the comprehensive concept of adult education does not even serve the cause of illiteracy eradication itself. It imposes very modest limits on the ambition to raise the intellectual, cultural and training standard of the Egyptian citizen. It does not allow open chances for what Abdel Magid sees as the 'eradication of illiteracy among the cultured.' (I4I)

More important than the above considerations, is that the exaggerated attention given to illiteracy eradication has left its impact on the development of other types of adult education that are as well urgently needed in Egypt's stage of socio-economic development. The Supreme Council for Adult Education and Illiteracy Eradication, which is the most evident contribution of the 67 Act of 1970, has confined itself to the planning for illiteracy eradication considering it outside its scope of tasks to plan for other types such as 'Workers' Education', 'Popular Culture', 'Adult Vocational Education' , ... etc. Nor did the N.C.E.S.R.T. attempt to break the narrow circle of illiteracy eradication until its third session in which it began to envisage the comprehensive scope of adult education. (I42) Types other than illiteracy eradication are left to plan fragmentally and execute their schemes on their own without partnership with other providing bodies as will later be elaborated.

2. Neglect of Communicative Channels between 'Formal' and
'Adult' Education

Associated with the fragmental position of adult education within the national system of education, is the neglect to establish communicative channels between 'Formal' and 'Adult' education. The need is not felt that closer contact between both is to be established. Such link is defined nowhere in the educational legislations or educational documents.^(I43) Each is regulated in accordance with a separate legislation. Planning for primary, preparatory, secondary general and technical education is made the task of the Ministry of Education with its technical bodies. Planning for 'Adult Education and Illiteracy Eradication' is assigned to the Supreme Council for Adult Education and Illiteracy Eradication, according to the 1970 Act,^(I44) and which, as already pointed out, has confined itself to 'illiteracy eradication'.

Adult education has been maintained a blocked form of education in that its graduates are not encouraged to carry on their formal education on equal terms with the clientele of formal education institutions. For those whose illiteracy is eradicated, and who have, according to the 1970 Act^(I45) reached the fourth primary grade, continuing education is made difficult, if not impossible. It is only possible that they go through private schools which charge fees that many cannot afford to pay. Hence, the vast majority of them are destined to stop their education even though they have the desire to reach a higher standard of education. Examination of the National Plan by the 'Supreme

Council for Adult Education and Illiteracy Eradication' (I973-I980) shows that arrangements for contact between the education of the adults concerned and 'formal' education is not thought of. The focus of the whole plan is on illiterate individuals for whom chances are made available to acquire skills of reading and writing with some general knowledge. (I46) The further step after becoming literate, i.e. the open channels that lead them upward in the educational ladder are left unattempted. (I47)

On its part, formal education does not care an atom to establish channels of communication with adult education. A need for such channels has not yet been felt by planners and policy-makers. Various official reports about education (I48) never touch upon the dissevered relations with adult education. If adult education is mentioned at all in such reports, it is to show how illiteracy eradication is a problem that has to be dealt with more effectively. (I49) In the comprehensive report by the Minister of Education before People's Assembly (I977),^(I50) adult education was ignored and no comment was made on the dissevered relations between 'formal' and 'adult' education. On the contrary, a growing trend could even be traced that the Ministry appreciates such dissever. In clear words, the Minister announced^{that}/it is enough that the Ministry shoulders the heavy responsibility of educating the young children 6-12 years of age, who by their turn will improve the intellectual standard of the adult masses. Heavy direct involvement in adult education is not included in the Ministry's policy and she is only ready with 'technical consultation'. (I51)

3. Parsimony in the Finance of Adult Education

In the three Comprehensive Five-Year Plans that have been undertaken since 1960, an order of priorities has been followed according to which 'education and culture' were given the fourth and last position.⁽¹⁵²⁾ In Unesco's volume 'Cultural Policy in Egypt (1972), it is stated that defence expenditure was given the first priority, then the rising demands of the people amidst the population explosion occupied the second place, thirdly came production in industry and otherwise, fourthly and finally came services including education and culture.⁽¹⁵³⁾ Such an order seems plausible amidst the military and political challenges of the 1960's and 1970's together with the social conditions with bearing on the growth of Egyptian economy. However, what calls for attention is that within the last priority sector (education and culture) adult education is unfairly placed. Parsimony in the finance allocated to it principally by Ministry of Planning then planning departments of various ministries with a cultural mission, reflects the marginality of the sector in comparison with formal education.

In the Ministry of Education, for example, care is given that the allocations for formal education satisfactorily cover the requirements by public exchequer. In adult education, the case is different. No commitment is made by the State to raise its required finance. It is for this that Ac{

67 of 1970 recognizes other sources of finance beside its allocations from Public Exchequer including local and international donations in whatever form, together with aid granted on 'central' or 'provincial' level.⁽¹⁵⁴⁾ In this way distinction is made between sources of finance of 'formal' and 'adult' education. The two are treated with different measures, the first as a beloved son of the educational system meanwhile the latter has to suffice by the fallen crumbs and is advised to resort to other means, even begging.

Except for the W.E.A., which is an organization wholly devoted to the education of workers, adult education in all other ministries and organizations represents one interest among many. This often weakens its claims for higher allocations. Of the 15 sections which form the 'Popular Culture' of the Ministry of Culture, adult education in the sense adopted by the present study, represents one minor activity undertaken by the 'Village Culture' section. Marginality of the finance of adult education in such a ministry can best be shown through the examination of the whole budget of the Ministry distributed over various sectors and in which the whole sector of 'Popular Culture' gets less than 4% of the total budget as is shown in Table 8.10.

Table 9.10
Total Budget of the Ministry of Culture 1969/70
and the percentage of each sector's allocations (155)

General Administration	8.3%	Academy of Arabic Lang.	0.57%
Academy of the Arts	3.4%	Higher Council for Arts,	
Popular Culture	3.8%	Letters and Social Sciences	1.8%
National Library and		Editing & Publishing Organisations	13.1%
State Archives	4.9%	Theatre & Music Organisations	8.3%
Whole Sector of		Cinema Organisations	24.3%
Archaeology	31.4%		
		Total Budget £E 13.669.900	100%

Examination of the complete annual plans of the 'Popular Culture' sector in the years 1974, 1975 and 1976 shows the dominance of music, arts, cinema, theatre and libraries in expenditure plans. Of the total £E 1800 allocated for the whole section of 'Village Culture' in the 1976 budget, the share of education was only £E 500 mostly directed for salaries of teachers and supervisors.⁽¹⁵⁶⁾

In the case of the Ministry of Education, which is by far the greatest adult education provider in terms of human potentialities^{and} available financial resources, marginality of the expenditure on adult education is associated with the sector's marginality in the national education system. The principle of 'sympathy' that has governed the Ministry's relation with adult education since the 1944 Act has maintained its impact on the policy of finance. Until primary education was unified and plans of full absorption of children under compulsion were made in accordance with Act 210 of 1953, the Ministry got from public exchequer the whole lot devoted to 'illiteracy eradication' which was distributed by her over other ministries and organizations. Soon after the 1953 Act was issued, the Ministry started to get its own share only, leaving other ministries to claim for their own separately. What is more, is that the share of the Ministry allocated to adult education suffered from decline. As the absorption capacity of primary education began to rise swiftly from about 39% in 1951/52 to 64% in 1965/66, allocations for illiteracy eradication dropped from £E 94.000 in 1953/54 to 74.000 in 1954/55, a decline of 21.3% in one year.⁽¹⁵⁷⁾

In 1955/56 it came further down to 65.000, and in 1956/57 it was 65.500 then steeper decline to 50.000 in each of 57/58, 58/59 and 59/60. (158)

The picture of the 1960's was generally one of decline and unsteadiness. The development since 1964/65, and until 1970/71 is shown in Table 9.II which takes 1964/65 figures an index.

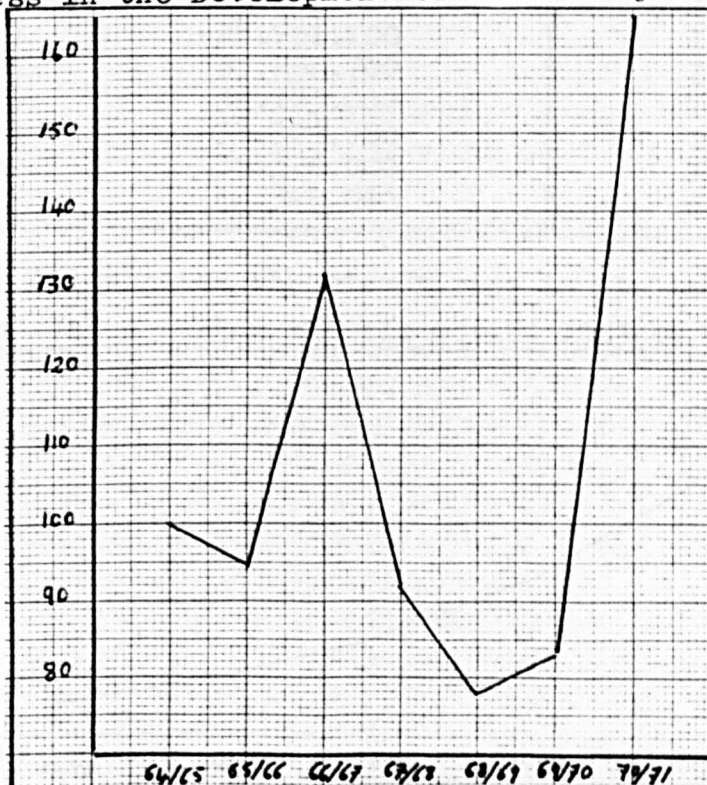
Table 9.II (159)
Development of the Illiteracy Eradication Budget 64/65-70/71
(1964/65=100)

Year	Index
1964/65	100
1965/66	95
1966/67	132
1967/68	92
1968/69	78
1969/70	83
1970/71	165

Unsteadiness is illustrated in Figure 9.2 based on above figures:

Figure 9.2

Unsteadiness in the Development of Illiteracy Eradication Budget



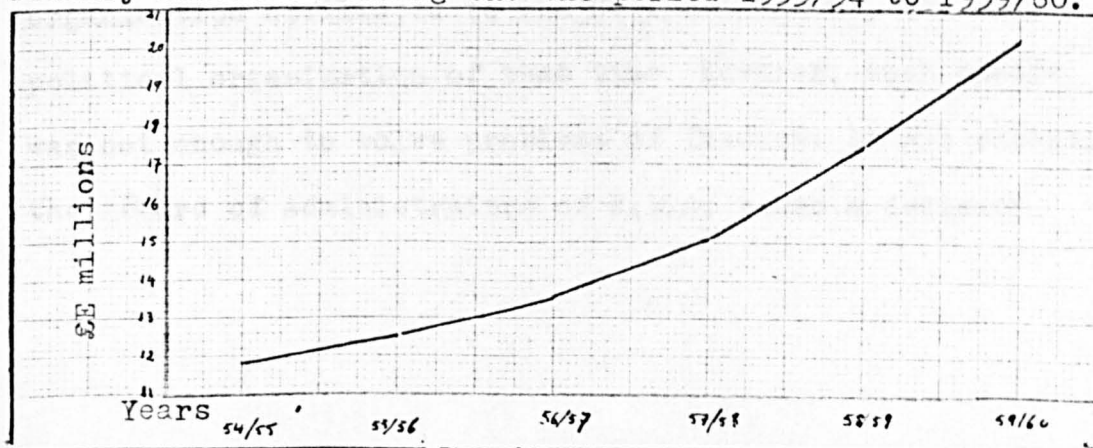
The parsimony by which illiteracy eradication is financed is affirmed by putting the above figures of decline throughout the 1950's against the budget of primary education which has, during the same period, steadily risen from £E 11.812.000 in 1953/54 to £E 20.264.000 in 1959/60, the latter figure representing 48% of the total budget of the Ministry of Education in 1959/60. This flourish in the budget of primary education coincided with a severe shrinkage in the same period in the budget of illiteracy eradication from £E 94.000 in 1953/54 to 50.000 in 1959/60 representing a decline of about 47%. Table 9.12 and Figure 9.3 draw the picture in so far^{as} primary education finance is concerned.

Table 9.12

The Budget of Primary Education and the Total Budget of the Ministry of Education from 1953/54 to 1959/60 (I61) (in £E)

Year	Ministry of Education Budget	Primary Education Budget
1953/54	26.434.900	11.812.000
1954/55	28.731.100	12.530.000
1955/56	33.252.700	13.600.000
1956/57	36.173.000	15.181.000
1957/58	38.500.000	17.000.000
1958/59	39.326.000	18.500.000
1959/60	42.344.000	20.264.000

Figure 9.3 illustrates the steady rise in the budget of the Primary Education during the the period 1953/54 to 1959/60.



adult education

The inadequacy of the budget was officially admitted by the Ministry of Education that tried to give excuse by stating that its total budget is too limited to cover the illiteracy eradication service throughout the whole country. (I62) So, in 1969, the Ministry adopted a new selective approach to the finance of such service, according to which the whole lot is to be directed to a small number of provinces, 12 in 1969 supported by self- and voluntary efforts. Within the selected provinces, certain sectors are concentrated upon for their relevance to the process of production. As for other provinces, they have to rely on voluntary and self-efforts wholly. (I63)

The W.E.A. has also been haunted by raising adequate financial resources since the late 1950's. One recommendation, therefore, of the 'Ministerial Joint Committee' (1957-1958) was that expenditure on the W.E.A. should be shared by the Ministry of Education which has to bear 50%, the Ministry of Social Affairs whose share is to be 25%, Trade Unions with a share of 15%, and the remaining 10% to be borne by the 'Union of Industry and Commerce'. (I64) Such recommendations were not to be carried out simply because of Ministry of Education's refusal to share. With the Presidential Decree 2253 of 1960, the W.E.A. was officially born as an independent organization affiliated to the 'National Union', the only political organization of that time. However, such change was not enough to solve problems of finance. It was essential that the Board of Administrators of W.E.A. takes a decision

for the change of the W.E.A.'s financial regulations in a way that would ensure its independence of other agencies and organizations. This was taken in a meeting in September 1963.^(I65) However, until the present time the inadequacy of finance is a complaint often repeated. With the dissever of all financial and other relations between the Ministry of Education and the W.E.A. since the early 1960's, programmes of the latter have been affected. This is severely criticized by El-Banna (1970).^(I66) The W.E.A. has to concentrate on short-term courses with inability to expand the long ones. The Workers' university (the foundations of which were laid in October 1974) is hampered by the inavailability of adequate financial resources. It was estimated in 1975 that the execution of the University would require £E 1.500.000 of which the W.E.A. was hardly able to raise 500.000. The dilemma of raising the remaining million stirred Zaidan (September 1975) to ask with sorrow about the alternatives available before the W.E.A. to realize such a dream and whether these can possibly be obtained from the Government, or from the Union Movement, or by the political organization, or even by charging fees on attendance of cultural and other courses for the benefit of the University establishments.^(I67) Until the present time, the Workers' University has not been established as the financial dilemma has not been solved.

II. Weak Spirit of Partnership between Adult Education

Providers

A. At the Illiteracy Eradication Level

Act 67 of 1970 recognized adult education and illiteracy eradication as 'a national political mission' undertaken by a great many ministries, local administration units, organizations, associations, trade unions, professional syndicates, employers, etc. led by the Ministry of Education and the A.S.U. Partnership between such a great number of providers was envisaged to come by through the 'Supreme Council for Adult Education and Illiteracy Eradication' established since 1971. The Council is formed of members representing all the above partners under the chairmanship of the Minister of Education. Beside putting plans at the national level, the Council has to 'co-ordinate between various ministries, associations and organizations working in illiteracy eradication and the follow-up of their work.' (I68) Detailed analysis of the work of the Council will be made in chapter eleven. (I69)

Partnership in matters of finance is one of the tasks assigned for the Council. Financial allocations for the purposes of adult education and illiteracy eradication are not decided for each partner separately, but rather in accordance with what the Supreme Council sees fitting.

Besides, the Council^{is} given the upper hand in matters of finance in ways that affect the availability of resources for various partners both directly and indirectly:

- i. It has got the responsibility of defining the material, human, and technical requirements as well as financial incentives and ways of raising them. (article 4(d)- 1970 Act)
- ii. Acceptance of donations and grants offered for purposes of illiteracy eradication. (article 4 (h))
- iii. Putting an order of priorities of work in each stage of the plan's execution. (article 4 (c))

Ministry of Education has also got its tasks of co-ordination in accordance with the 1970 Act. Together with its responsibility for drawing the executive plans of study that other partners may adopt, and satisfying their needs for school books, teaching aids and the training of their teachers and supervisors, the Ministry has a special role in co-ordinating finance. It is its duty to examine and decide the financial requirements of 'adult education and illiteracy eradication' schemes in each province. Each province has to put an annual plan including its financial requirements. The plan is examined by Ministry of Education in the light of other plans by other provinces taking into consideration the available resources. Annual allocations are finally decided for each province. (1970)

Matters of execution at the national level are, in the first place the responsibility of Ministry of Education and the A.S.U. All other partners are supposed to take their parts in the light^{of} the classification that the Supreme Council

has put for various agencies undertaking illiteracy eradication among 'organized' manpower sectors as follows:

The first part is concerned with the execution of illiteracy eradication among the workers in various governmental and Public Sector units as well as organizations, associations, trade unions, local administration units ... etc.

their responsibility is defined in article 6 of the 1970 Act.

The second part, whom the Supreme Council called agencies that assist in the success of execution of plans. These ministries and organizations that have additional tasks than what is defined in the first part. The tasks assigned for them are defined by the Supreme Council in accordance with the nature of the work of each and the potentialities available for it. tasks range from undertaking the propaganda campaigns, to the enumeration of illiterates, to performance of researches.

These agencies include the General Secretary of the A.S.U., Youth Secretary of A.S.U., A.S.U. units in provinces, Ministry of Education, zones and directorates of education in provinces, Ministry of Communication, Ministry of Transport, Universities, Ministry of Social Affairs, Ministry of Labour, Ministry of Culture and Information, Ministry of Waqfs and Al-Azhar. (171)

However, it is to be noted that the Supreme Council has no obligation power to force such Ministries to respond adequately to its resolutions. It is only a matter of 'national awareness' towards a serious problem as well as indirect commitment in terms of being represented in the Supreme Council membership. It is doubtful that attendance

of one representative of one Ministry or organization of the meetings of the Council leads to its commitment to whatever resolutions are taken by the Council unless stronger co-ordination channels are open.

Execution at the provincial level is undertaken by the 'Provincial Councils for Adult Education and Illiteracy Eradication'. The cycle drawn by the 1970 Act takes the general plans put by the 'Supreme Council' as the basis that should be committed to. However, 'Provincial Councils' have not got free hand in the matter of execution due to their need for financial and administrative approval to what is to be executed. The Provincial Council discusses the plan drawn with the 'Popular Council of the province'.^(I73) After getting its approval, the Provincial Council is entitled to take the executive steps.^(I73) Within the borders of each province, the Provincial Council is responsible for co-ordinating the efforts undertaken by various agencies in the sphere of illiteracy eradication making the utmost use of the available potentialities.^(I74)

It is thus, that co-ordination between agencies involved in illiteracy eradication is made the responsibility of more than one body which creates conflict. The Ministry of Education has also got the educational zones and directorates affiliated to it. Among the duties assigned by the 1970 Act, the Ministry has to co-ordinate the efforts exerted by the Provincial Councils and those of educational zones and directorates in the way that invites voluntary efforts to involve actively.^(I75) With the two, assuming the responsibility for

co-ordination, attempts to lessen the conflict were made. Directors of zones and directorates of the Ministry of Education as well as sub-directors for primary education and illiteracy eradication were taken as members of Provincial Councils. However, the conflict remained only partly solved.

Inspecifity in defining the co-ordinating responsibilities by Act 67 of 1970, and by the Ministerial Order 89 of 1972^(I76) has shared to make co-ordination difficult. On the one hand, responsibility was left fluid and one consequence was that, in some provinces, the Ministry of Education was left to shoulder the whole task unaided. The evaluative session of what has so far been accomplished in adult education and illiteracy eradication (Cairo, 14-16 February 1976)^(I77) included among its participants heads and inspectors of adult education in educational zones and directorates, secretaries of Provincial Councils, responsible authorities for adult education in A.S.U. in provinces, Women Organization, experts of A.S.F.E.C. and some professors from the Faculty of Education, Ain Shams University. It was clear before the participants of the session that 'partnership' was far from being accomplished which has influenced the implementation of illiteracy plans in the light of four considerations:

Firstly, that 'Provincial Councils for Adult Education and Illiteracy Eradication' vary greatly in their enthusiasm for their mission. The session classified them into three categories. The first is an embodiment of 'indifference', the ^csecond comprises the few who have some positive activity, and the third is in between the two. The general assesment is that they undertake

their tasks merely as a formal duty, i.e. just for filling gaps.^(I78) It was striking to discover that, until then (February 1976) not one of them has drawn a clear plan for the eradication of illiteracy in the mass sector of their provinces. The only justification they gave was the lack of reliable statistics about such illiterates classified by sex, profession and age.^(I79)

Secondly, that in the light of above conditions, the Ministry of Education through its zones and directorates in the provinces was found by the session to be still shouldering the greatest share in various tasks associated with illiteracy eradication in the mass sector including finance, propaganda, recruitment of personnel, provision of books and aids, the follow-up.. etc.^(I80) Rather than a form of 'partnership' as the 1970 Act intended the process to be, it only turned to be almost the responsibility of one partner: the Ministry of Education.

Thirdly, that the session had to record with sorrow the 'negative attitudes' adopted by various ministries and associations involved in the provision of illiteracy eradication service. Reluctance to participate, on the part of many workers in the field of education, even as paid-work, is one recognized feature until it has become a tradition that attempts are made at the beginning of every school year to convince men of education to share in illiteracy eradication activities.

Fourthly, that the A.S.U., which is supposed to lead the whole task with the Ministry of Education, is less positive than expected, and so are Women organizations^(I81)

B. At the Level other than Illiteracy Eradication

Absence of any comprehensive survey of the agencies involved in the provision of adult education until present time makes it difficult to investigate the relations between them. The N.C.E.S.R.T. (March 1976) even carries the matter a bit further by linking the absence of such survey with the effectiveness of the overall adult education service.⁽¹⁸²⁾ At the national level, ^{Comprehensive} planning for such forms of adult education as 'Popular Culture', 'Workers' Education', 'Adult Vocational Training' or 'Continuation Education' is seriously neglected. On the one hand it is excluded from the scope of responsibilities undertaken by the 'Suprme Council for Adult Education and Illiteracy Eradication'. The N.C.E.S.R.T. after an attempt to avoid such a complicated task by announcing the confinement of its scope of tasks to illiteracy eradication throwing the ball into the net of other agencies⁽¹⁸³⁾ showed some interest in the comprehensive adult education service in its third session (October 1975-July 1976).⁽¹⁸⁴⁾ Still, co-ordination between the adult education sectors, in other than illiteracy eradication sense, is far from being adequately envisaged at the national level.

This defect is reflected on partnership between one sector and others. Until present, each sector is planned for separately by the planning department of the Ministry or organization to which it is affiliated. The Board of Directors of the W.E.A. ^{for example,} draws its long- and short-term plans.⁽¹⁸⁵⁾

So is the case with Popular Culture,^(I86) and Adult Vocational Education.^(I87) As plans for each sector are made separately, partnership is not considered except on personal basis. No effort has as yet been made to co-ordinate between the provision of each or even to create a common ground on which such co-ordination is to be built. The case is best described by the Final Report of the 'International Expert Panel on Adult Education' (Egypt, November-December 1975) mentioned earlier, that each agency is dealing with one aspect of adult education 'without clear conception of the field that defines its limits, condition, internal and external relations, and its social and psychological principles in the way that helps to discover the gaps in its current practices.'^(I88) Whether in the case of Egypt or the other Arab States, the Report condemned the separate world that each has taken in seclusion from other worlds for 'illiteracy eradication mostly works independently of Workers' Education. Popular Culture has no connection with the above two. Continuation studies tread a path that is not linked with that of other agencies and programmes. In such a case, objectives have come in contradiction, activities separated and efforts wasted.'^(I89)

Whether in finance, teaching service or consultation, partnership between various adult education agencies is, if any, very weak. The adult education service undertaken by the W.E.A., Popular Culture, Vocational Training for adults are all financed by Public exchequer through ministries (or organizations) to which each is affiliated. In every fiscal year, each of

these ministries or organizations allocates, either directly or indirectly, a certain portion of its budget for the adult education activity. The way by which these annual allocations are decided does not require of an adult education providing agency minimum co-ordination with other partners in the same field. In most cases, the whole matter is concerned with class and student costs and the planning departments within each of these ministries or organizations suggests the allocation in line of what schemes are submitted for the new year's activity. One grave defect is still suffered from namely that the assignment of financial allocations by public exchequer is not linked in any way with the fulfilment of any tasks of co-operation or partnership on the part of adult education agencies with other partners. If this is done, it will drive partners to see co-operation from a different perspective.

In teaching-service partnership, the case is no better than in finance. The rule, amidst the shortage of teachers that Egypt has ever suffered from due to the expansion of primary education, is that each adult education agency relies on tutors and educators of their own. Only when the whole need of the Ministry of Education classes are satisfied, it is possible to lend a hand to other agencies.⁽¹⁹⁰⁾ Hence, the W.E.A. trains its personnel in the institutions affiliated to it even for illiteracy eradication classes.⁽¹⁹¹⁾ A complaint of one W.E.A. leader is the weak partnership with the Ministry of Education in technical, consultative and financial matters.⁽¹⁹²⁾

With its limited needs for teaching service, the Ministry of Culture relies on the officials affiliated to its departments. Together with the Ministry of Social Affairs, they make use of the recruited university graduates for 'Public Service' (I93) as teachers for adult classes. This brings costs of teaching service down to a minimum as the recruited youth almost work for no salary, ^{getting only} four pounds a month. However, experience has shown that without adequate professional training, they are not ^{quite} successful in shouldering the task. (I94) As for Adult Vocational Training, which is affiliated to the Department of Productive Efficiency of the Ministry of Industry, programmes are almost entirely technical without the inclusion of any cultural or civic subjects. Reliance is, hence, on the instructors who are graduated from the 'Instructor Training Institute' affiliated to the Ministry of Industry. (I95)

Consultation between various agencies working in illiteracy eradication provision is allowed through their membership in the 'Supreme Council for Adult Education and Illiteracy Eradication' which holds its meetings normally once every two months. (I96) The Council has formed five 'Technical Committees' of its members to study various matters and present their reports to the Council. These are:

- i. Committee for enumeration.
- ii. Committee for incentives and financial costs.
- iii. Committee for defining the role of each of the various agencies in the illiteracy eradication plan.
- iv. Committee for curricula, study plans and school books.
- v. Committee for propaganda and information. (I97)

As for the N.C.E.S.R.T., it has formed, since June 1974 five committees or sections (shoab) as follows:

- i. Illiteracy Eradication and Adult Education Committee.
- ii. Public Education and Training Committee.
- iii. University and Higher Education Committee.
- iv. Scientific Research and Technology Committee.
- v. Education and Manpower Planning Committee. (198)

These include in their membership prominent figures from universities, National Assembly together with experts and ministers, former and present. Consultation with the agencies working in the field of adult education is not provided.

This contributes to the seclusion of the studies so far made by the 'Illiteracy Eradication and Adult Education Committee' from the agencies working in the field who hardly know of such studies or, if they know, are not given the chance to exchange views with such experts.

One consequence of the separatist spirit that dominates the work of the adult education providing agencies, is the absence of any channels of co-ordination or partnership between them. The link between their activities is found nowhere. The comprehensive scheme of statistics of the field, attempted by the A.S.U. (1975) (199) could not be completed due to the indifference with which it was met by various adult education agencies in the provinces. Lack of partnership

between major adult education providers in matters of finance, teaching service, consultation, ^{together with the marginality of the sector within national education} have remained, since 1952, (200) an impediment for effective adult education service, as will be shown in the following part of the chapter.

Accomplishments of the Post-1952 Adult Education Policy

The adult education policy since 1952 has been geared to eradicate illiteracy among Egyptian adults as its major goal. National plans so far made are embodiment of that trend. Whether in the Ministry of Education's Plan (1972-1982), the Supreme Council's National Plan (1973-1980) or the N.C.E.S.R.T.'s National Comprehensive Plan (1975-1980) dedication to illiteracy eradication is evident, though the first of these is the only one under implementation after its amalgamation with the Supreme Council's plan. As for the third is has not been implemented. (201) Other types of adult education have as well been existing throughout the whole period but as minor activities with fragmental plans implemented serarately. It is unavoidable that analysis of the accomplishments of the adult education sector since 1952 runs in two lines; the illiteracy-eradication line forming an entity with its own features, and 'other adult education types' with their separate fragmental implementation.

I. Accomplishments at the Illiteracy Eradication Level

Looked at from an over-all perspective, the implementation of adult education policy since 1952 has not been adequately effective. One indication of such ineffectiveness is the rise in the absolute number of illiterates 10+ in the total population. Figures of the two censuses before the outbreak

of the revolution (in 1937 and 1947) as well as the ones made after the revolution (in 1960, 1966 and 1976) prove that rise as indicated by Table 9.I3 and Figure 9.4.

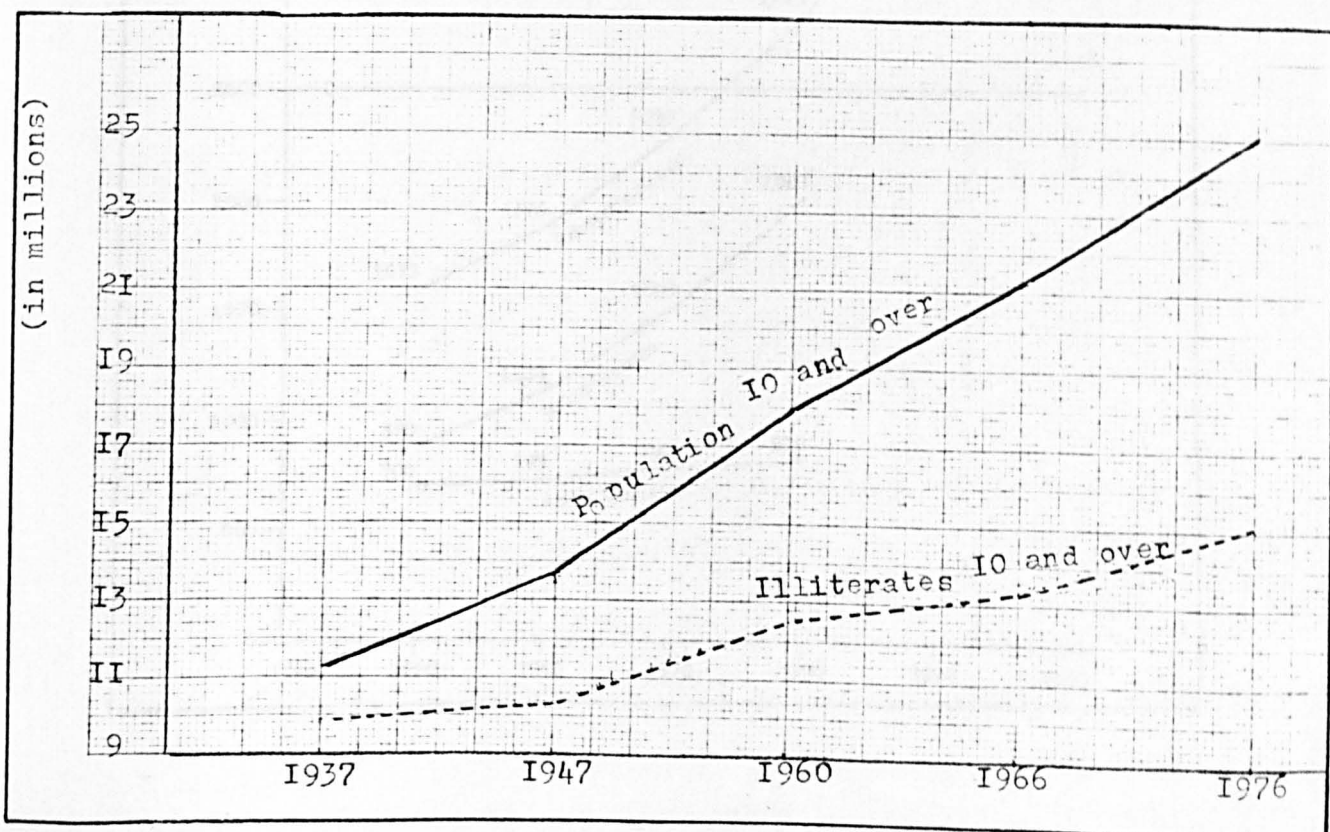
Table 9.I3

Population growth and the absolute number of illitantes 10 years and over in the censuses of 1937,1947,1960,1966 and1976⁽²⁰²⁾

	1937	1947	1960	1966	1976
Total Populat-ion	15.734.121	18.820.852	25.840.798	30.075.858	38.228.180
Pop. 10 Years and over	11.255.083	13.794.926	17.930.520	21.283.000	25.068.253*
Illiterates 10 and over	9.857.287	10.393.272	12.564.250	13.363.000	15.611.162

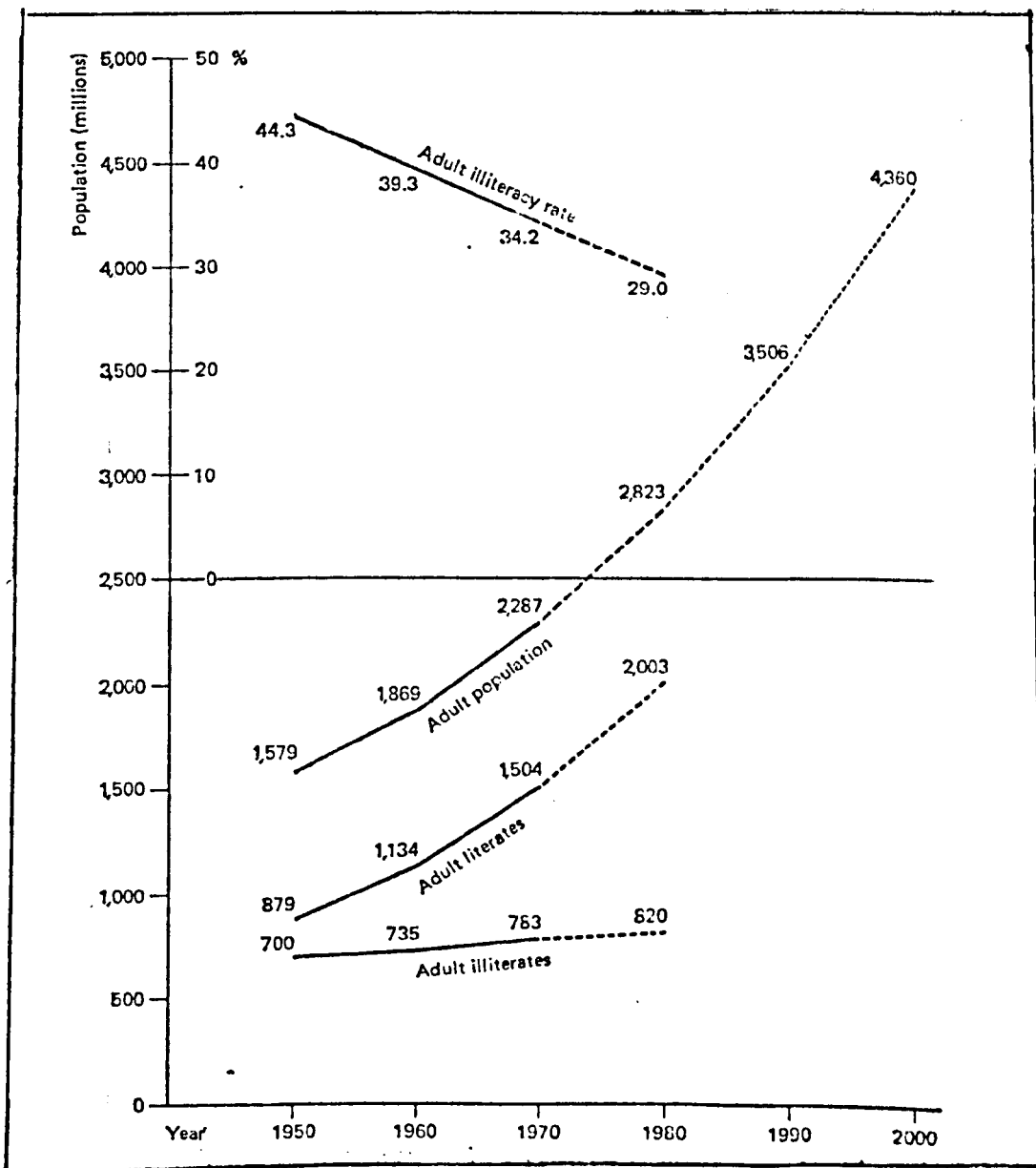
Figure 9.4

The rise in population 10 years and over, and the rise in illiterates 10 years and over from 1937 to 1976⁽²⁰³⁾



It might be argued that world figures as shown by the Faure Report (UNESCO, 1972) (204) admit such rise as a world phenomenon with illiterates (I5+) in the whole world rising within twenty years (1950-1970) from 700 millions to 783 millions or 12% (205) approximately as illustrated by Figure 9.5

Figure 9.5
Illiteracy for the whole world population (I5+) 1950-1970 (206)



Notwithstanding the inaccuracy that stems from the difficulty of obtaining comparable statistics in Egypt's case to fit with world figures, it is possible to assume that the rise in the number of illiterates in Egypt (10 years and over) is, generally, higher than average world figures. In almost twenty years from 1947 to 1966 the rise recorded is about 29% as against 12% for the world figures.

When the case is examined in terms of illiteracy rates, the picture of ineffectiveness is none the less striking. The percentage of illiterates in the whole population (5 years +)^{*} (207) has come down from 76.2% in 1947 to 56.5% in 1976, a progress of 19.7% in 30 years as shown in Table 9.14

Table 9.14
(5 years +)
Total number of illiterates and their percentage to population (208) since the outset of present century

Year	Total Population	Total Illiterates 5 years +	Percentage to Population
1907	9.413.539	8.804.373	93.5%
1917	10.814.061	9.950.855	92%
1927	12.124.564	10.453.669	86.5%
1937	13.812.228	11.241.733	81.4%
1947	15.838.796	12.074.291	76.2%
1960	26.085.326	18.389.925	70.5%
1976	38.228.180	21.598.820	56.5%

Closer examination of effectiveness since 1952 requires reflection on what could actually be achieved in terms of literacy ratio in comparison with what could be achieved in the decades that preceded the outbreak of the revolution. This is indicated

* Due to the inavailability of comparable figures, the writer has to compare with the figures of the 1976 Census which are for illiterates among the population 10 years+.

by Table 9.I5.

Table 9.I5

^t
Iner-census and average annual progress in illiteracy
since the outset of the present century⁽²⁰⁹⁾

Period	% of illiteracy		Decline in % of Average annual	
	at begin.	at end	illiteracy	Progress
I907-I7	93.5	92	I.5	0.I5
I9I7-27	92.0	86.5	5.5	0.55
I927-37	86.5	8I.4	5.I	0.5I
I937-47	8I.4	76.2	5.2	0.52
I947-60	76.2	70.5	5.7	0.44
I960-76	70.5	56.5	I4.0	0.88

The period from I947 to I960 shows the lowest rate of progress since I9I7 when judged by the overall outcome of the thirteen years among which are included the first eight years of the revolution. More striking still is the outcome distributed over various age-groups as is shown in the following table.

Table 9.I6

Percentage of illiteracy in I947 and I960 by age-group^(2I0)

Year	Age Group	Percentage of illiteracy		Total
		Male	Female	
I947	IO-I4	57.5	7I.5	64.2
	I5-I9	65.3	80.6	72.6
	20-24	64.8	86.0	75.5
	25-34	66.3	9I.6	70.6
	35-44	60.7	94.7	82.0
	45-54	70.8	96.2	83.4
	55-64	73.8	97.I	85.9
	65+	79.2	97.8	89.2
I960	IO-I4	50.2	69.6	59.6
	I5-I9	63.6	8I.9	72.9
	20-24	66.5	86.8	77.3
	25-34	63.3	90.I	78.2
	35-44	67.6	93.4	80.8
	45-54	73.5	96.0	84.8
	55-64	74.0	97.5	86.3
	65+	80.6	98.8	90.5

Progress in 1960 over 1947 was attained only in two categories:

1. The 10-14 years age-group in which illiteracy percentage dropped from 64.2% in 1964 to 59.6% in 1960, a progress of 4.6%. Yet, it is not to be entirely a merit for the 'illiteracy eradication' effort for, it must as well be taken into consideration that such a progress is likely to be attributable to primary education expansion since 1953.
2. The 35-44 years age-group where a slight progress has been attained. From 82.0% illiterates in 1947, it came down to 80.8% in 1960, a progress of 1.2%.

In all other categories, ineffectiveness is shown by increase both in absolute numbers of illiterates and percentage of illiterates in each age-group.

When the period 1947-1960 is divided into short phases ineffectiveness is more evident in the last phase (1955-60) than in the case of the earlier two: 1947-1951 and 1951-1955. Figures of those who completed the course and sat for examination and those who passed the examination successfully are taken to indicate progress and compare it throughout the three phases. Figure 9.17 shows these for the three phases together with the total spent in each phase.

Table 9.17

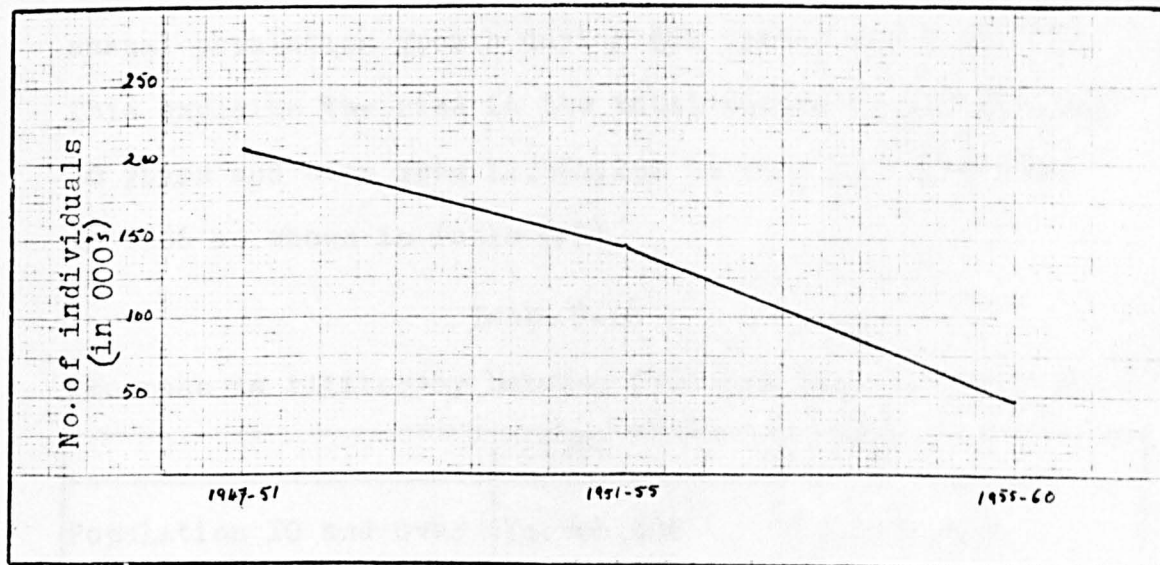
Numbers of illiterates who sat for examination, those who passed it and the total expenses in the three phases 1946-1960⁽²¹¹⁾

Period	No. sitting for examination	No. successful in examination	Total expenditure (in £E)
1946/47 to 50/51	512.029	383.885	2.121.200
1951- 1955	581.689	317.904	779.500
1955-1960	273.864	142.618	281.000

If the figures for the phase 1946/47 to 1950/51 are taken as a base on which to judge later figures, deterioration in matters of effectiveness from one phase to the next is easily pointed out. Individuals sitting for examination have declined in number from 833.915 or an average annual figure of 208.479 in each of the four years duration, to a total number in the next phase of 581.689 with an average annual of 145.422 in each of the four years. What is more striking is that the total of the third phase came down to 237.864 with an average annual of 47.573 in each of the five years. The steady decline is shown in Figure 9.6

Figure 9.6

Steady decline during 1946-1960 in terms of average annual figures of those who sat for examination (212)



It can easily be pointed out how the decline in the second phase (1951-1955) compared with the first (1946/7-1950/1) reached 31%. When the third (1955-1960) is compared with the first the decline is even more striking reaching about 77%

With such decline toward the end of the decade, the Ministry of Education was right to admit the ineffectiveness of efforts. The total number of individuals involved in illiteracy eradication classes did not exceed 50.792 in 1956/57 which is, as the Ministry states, 'a small figure in comparison with the total number of illiterates in the country and cannot solve the problem.' (213)

The efforts of the first half of the 1960's were continuation of the defective ones of the 1950's, but crippled more by the impact of population explosion. Progress in illiteracy eradication at the national level between the two censuses of 1960 and 1966 was about 13% which means an average annual progress of 2.2% meanwhile the average annual population growth during the period was 2.6%. (214) This explains the rise in the total number of illiterates 10 years and over from 12.564.250 in 1960 to 13.363.000 in 1966 as shown in Table 9.18

Table 9.18

Progress in illiteracy between 1960 and 1966 for both sexes (215)

	1960	1966
Population 10 and over	16.706.000	21.230.000
Illiterates 10 years and over	12.564.250	13.363.000
Illiteracy among males	64%	50%
Illiteracy among females	87%	76%
General average	76%	63%

The first half of the 1960's was characterized by fragmental plans carried out by individual provinces, most salient of which is the one of Cairo (1961-1964) and another at Alexandria which was not success during its two years duration (1964-1966) and was stopped.⁽²¹⁶⁾ The Cairo project intended to eradicate the illiteracy of 820.000 individuals in the capital within 8-9 years (1961-1970) through the establishment of 3000 to 3500 classes every year. However, the indifference by which the project was met whether on the part of employers, who had to make arrangements for their employees to be educated, or by the illiterates themselves, led to the 'unsatisfactory and discouraging results',⁽²¹⁷⁾ which, in turn, led to its stoppage after four years. This is indicated by Tables 9.19 and 9.20.

Table 9.19

Effectiveness of the Cairo project (1961-1964) as indicated by results of literacy examinations ⁽²¹⁸⁾

School Year	Number of eligible individuals	Number of applicants for examination	Numbers sitting for examination	Number of successful
1961	26.823	25.226	16.877	8.236
1961/62	27.427	27.231	17.564	10.115
1962/63	23.878	23.050	23.014	10.353
1963/64	25.541	25.526	18.779	12.528
Total	103.669	101.033	76.234	41.232

Table 9.20

(219)

Effectiveness of the Cairo project as indicated by ratios

School Year	% of successes to enrolees	% of successes to applicants	% of successes to those who attended
1961	30.7	32.6	48.8
1961/62	31.3	37.1	63.1
1962/63	43.3	50.9	64.6
1963/64	49.0	49.1	66.6

On the national level, the 'Department of Basic Education and Illiteracy Eradication' affiliated to Ministry of Education continued in the 1960's to shoulder the greatest responsibility in formulation of general policy and its follow-up as well as the preparation of classes, books and tools. Educational zones undertook the work in provinces through the director, the sub-director for Primary Education and the assistant inspectors for illiteracy eradication. It is true that some other ministries such as Ministry of Social Affairs, Ministry of Interior, Ministry of War, Ministry of Culture and National Guidance were lending a hand in illiteracy eradication with Ministry of Education. Yet, together with unions, organizations, associations, ... etc. the aggregate of all their efforts was below that of the Ministry of Education alone as in figures for 1964/65. With lack of partnership, their zeal for the work faded away leaving the Ministry of Education to struggle desperately until 1966/67 to fill the vacancies left. Since then, and until the end of the decade, decline on both the two frontiers continued and the issue of the 'Adult Education and Illiteracy Eradication Act'.

was necessary to evoke in various partners some sense of partnership toward the 'national political mission' of illiteracy eradication.⁽²²⁰⁾ The whole picture throughout the period from 1964/65 to 1969/70 is shown in Table 8.2I which shows the share of the Ministry of Education compared with all other ministries and agencies in figures and percentages.

Table 9.2I

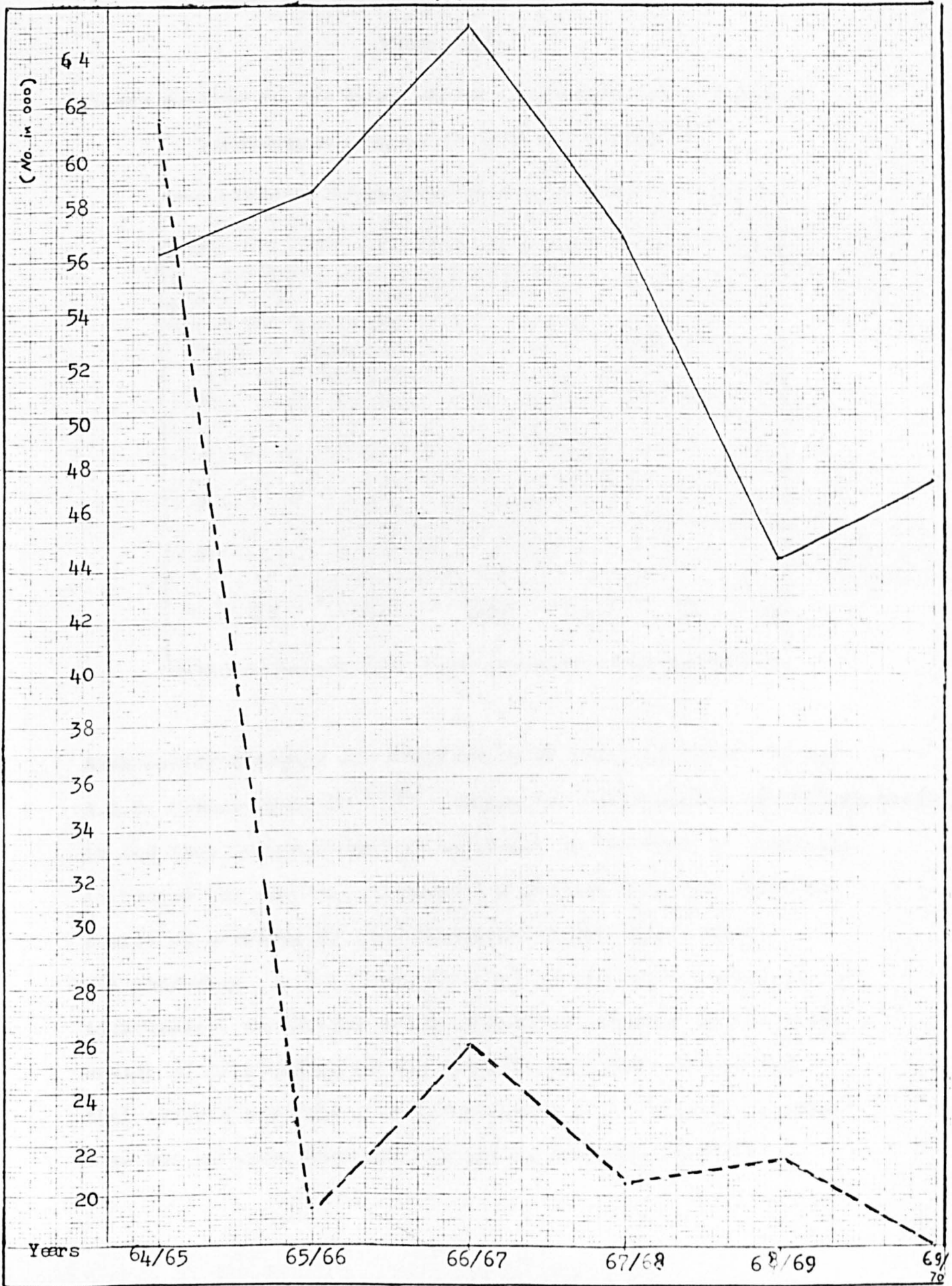
Accomplishments in illiteracy eradication at the national level
1964/65 to 1969/70 (22I)

	No. of Classes	No. of Learners	Percentage in total learners
1964/65 Ministry of Education	1642	56.373	47.7%
All other M's & Assoc.	2026	61.624	52.3%
Total	4668	117.997	100%
1965/66 Ministry of Education	1738	58.677	75.0%
All other M's & Assoc.	658	19.474	25.0%
Total	2396	78.151	100%
1966/67 Ministry of Education	1922	65.175	71.6%
All other M's & Assoc.	879	25.809	28.4%
Total	2801	90.984	100%
1967/68 Ministry of Education	1655	56.941	73.5%
All other M's & Assoc.	731	20.462	26.5%
Total	2386	77.403	100%
1968/69 Ministry of Education	1331	44.556	67.5%
All other M's & Assoc.	735	21.456	32.5%
Total	2066	66.012	100%
1969/70 Ministry of Education	1339	47.497	70.4%
All other M's & Assoc.	602	16.997	29.6%
Total	1941	64.494	100%
Total learners during the whole Period 1964/65 to 1969/70		495.041	
Share of Ministry of Education		329.220	66.5%
Share of all other M's & Associations.		165.822	33.5%

Figure 9.7

Total learners in illiteracy eradication classes of Ministry of Education 1964/65-1969/70 compared to learners in classes by all other ministries and associations⁽²²²⁾

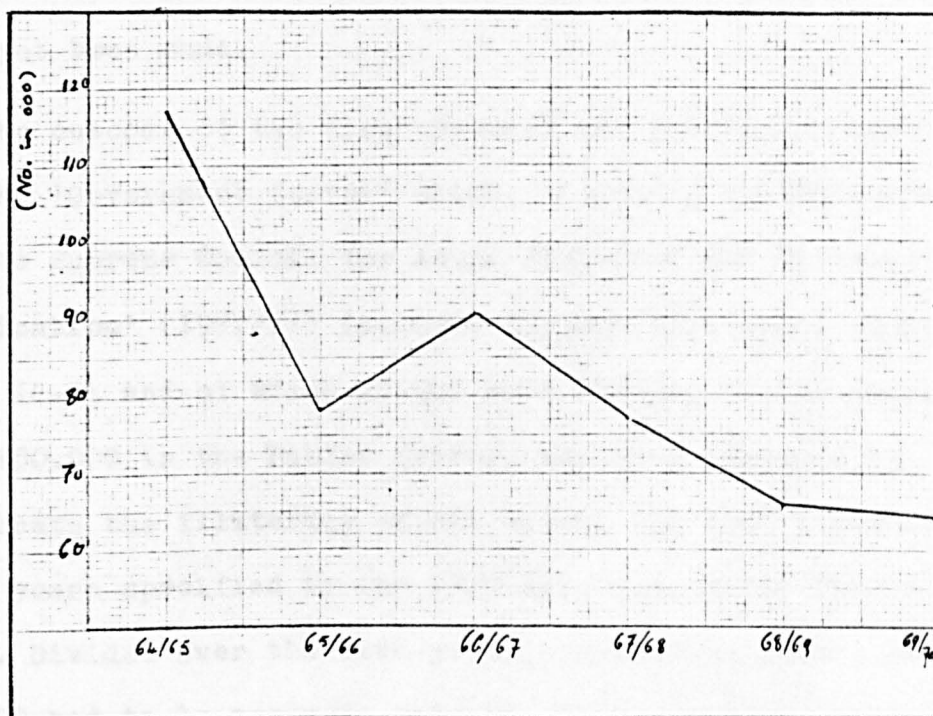
(—=M. of Education)(---= all others)



The whole picture in the second half of the 1960's is one of steady deterioration year after year as is shown in Figure 9.8

Figure 9.8

Steady decline in the total number of learners in illiteracy eradication classes 1964/65 to 1969/70⁽²²³⁾



Such ineffectiveness was admitted by an official report by the A.S.U. (February 1976).⁽²²⁴⁾ Taking the total number of illiterates (10+) in the 1966 census (about 13 millions) as the base of argument, it showed how far from adequacy the picture was with the total number of enrollees in all illiteracy eradication classes not exceeding 0.58% (less than 1%) of the total number of illiterates. As for the ratio of success compared to the total number of illiterates it was found to be 0.37%. It was thus that efforts were directed to eradicate illiteracy among only five out of every thousand illiterate individuals.⁽²²⁵⁾

Accomplishments of the 1970's fall into two parts:

(a) The years 1971/72 and 1972/73 which represent the base year and the first year of the Ministry of Education's National Plan.

(b) The Plan years 1973-1980 for which an evaluation has not yet been made.

The outcome of the first years of the 1970's was inadequate. In the 'Government Sector' which, according to the enumeration of the Supreme Council for Adult Education and Illiteracy Eradication' (1971/72) included 225.000 illiterate individuals aged 14-34 and of which 75.000 were working in the Government and 150.000 in the Public Sector, the plan intended to eradicate the illiteracy of all within the time limit of five years specified by the 1970 Act, i.e. until February 1976. Divided over the five years, an average annual of 45.000 had to be covered. However, what could be achieved in the first two years 1971/72 and 1972/73 did not exceed 30.500 or about 34% of what was intended as shown in the following table.

Table 9.22

What could be accomplished in the Government Sector in the years 1971/72 and 1972/73⁽²²⁶⁾

Year	Government Employees	Public Sector Employees	Total	% to what was intended
1971/72	4.308	11.821	16.129	35.85%
1972/73	4917	9.445	14.362	31.9%
Total of 2 years	9.225	21.216	30.491	33.8%

When examined in proportion to the whole lot to be covered in the five years (225.000), there remained 194.509 or 87% that comprised 65.775 in the Government and 128.734 in the Public Sector. These had to be included in the basic stage and covered in the remaining three years distributed equally as in the following table by the N.C.F.S.R.T.

Table 9.23

Re-distribution of the remaining illiterates in the Government Sector over the following three years 1973/74 to 1975/76⁽²²⁷⁾

Year	Government Employees	Public Sector Employees	Total intended
1973/74	22.000	43.000	65.000
1974/75	22.000	43.000	65.000
1975/76	22.000	43.000	65.000
Total intended	66.000	129.000	195.000

As for the 'Mass Sector', accomplishment has been more modest. As it is the main object of the overall plan, which is due to end by 1981/82, evaluation has so far not ^{been} yet made. However, there are indicators pointing out to some failure to accomplish the intended figures of the plan. It was supposed that by 1974/75, about 900.000 should have been turned to literacy. But, this ambitious figure was to be reached only with three conditions:

- i. Co-operation on the part of all partners in the execution of the plan.
- ii. Ability to raise adequate funds initially estimated ⁽²²⁸⁾ at a total of £E 10 millions.
- iii. Availability of human facilities; teachers, supervisors and the like.

The evaluative session for the discussion of the accomplishments of the national plan in its first five years (14-16 February 1976) mentioned earlier⁽²²⁹⁾ pointed out to various defects so far hindering adequate implementation. The 'Provincial Councils for Adult Education and Illiteracy Eradication', on whom the greatest share in implementation is thrown, vary greatly in their zeal. It is striking that, amidst the feverish attempts to eradicate illiteracy before the end of the plan (1981/82), that some provinces declared in 1972/73 that they could not recruit the required numbers of illiterates to the new classes already financed through the plan. Hence, they returned the financial allocations without using them. Reluctance of Egyptian illiterates to join the illiteracy eradication classes is admitted to have its impact but is not adequate justification that provinces give up and follow the easier path of returning financial allocations unused as is shown in the following table.

Table 9.24

Returned classes and financial allocations by provinces 1972/73⁽²³⁰⁾

Province	No. of classes returned	Allocations by LE
Cairo	80	8.000
Alexandria	112	11.200
Marsi Matrouh	6	600
Ismailia	28	2.800
Red Sea	31	3.100
Total	257	25.700

If we take one province, 'Monoufia', as a model, it may be argued that illiteracy eradication in the province will take no less than 20 years. Out of the total number of population in the province of 1.587.000 (1973/74) there were illiterates of the age-group 8-35 amounting to 224.500 and there were 73.000 of the age-group 35-45. Distribution of illiterates is as follows.

Table 9.25

Illiterates in Monoufia distributed over age-groups 8-45⁽²³¹⁾

Age-group	8-15	15-25	25-30	30-35	Total 8-35	35-45
Males	22.500	18.800	18.000	17.300	76.600	32.500
Females	37.800	31.800	41.500	36.800	147.900	40.500
Total	60.300	50.600	59.500	54.100	224.500	73.000

Against that total picture of the province, it is possible to examine the effectiveness of the efforts in the first five years of the 1970's.

In the formal classes (other than the ones by voluntary efforts) the picture in the five years is shown in Table 9.26.

Table 9.26

Accomplishments of illiteracy eradication classes in Monoufia 1971-1975 (232)

Year	No of Illi- terates	No of learn- -ers	No of succe- s-ses	% of learners to illiterates	% of successes to illiterates
1971	253.000	5422	3260	2.1%	1.3%
1972	246.500	8796	5230	3.5%	2.1%
1973	238.100	9516	5662	4%	2.4%
1974	226.700	12226	7314	5.3%	3.2%
1975	224.500	13690	8340	6.1%	3.6%

The total that could be covered in the five years represents only 21% of the total illiterates which simply indicates the need for 20 more years at least to reach the whole illiterates 8-45 years.

As for voluntary and popular efforts, figures for the first four years are not available. Through the individual incentives approach which the province calls 'Special contracts', only 1061 applied for literacy examination throughout 1975, 155 of whom^{were} in May, 104 in June, and 802 in October 1975. (233)

As for the whole efforts of the A.S.U. Youth Organizationⁱⁿ Monoufia, they were similarly inadequate. Throughout 1975, only 1661 illiterates applied for literacy examinations through the organization of whom 902 were in May, and 759 in October 1975. (234) It was for this that the comprehensive report of Monoufia (Dec. 1975) suggests as a necessary step to activate the illiteracy eradication councils at the town level 'in order to generate attention proportionate with the problem of illiteracy and its importance. (235)

The Ministry of Education as the major provider has not been able to undertake its own share in the plan. With the lack of co-operation between various providers, a big difference has been found between the figures as recorded in the plan, and what could actually be reached. While it was intended that illiteracy classes would comprise 100.000 in 1971/72 to be added by 50.000^{more} every year successively over its predecessor until we reach 600.000 in 1981/82 alone, what has actually been attained is much less. In the first year (1971/72) only 53% of the goal was accomplished. The Ministry provided for the eradication of 97.164 illiterates, but the total enrolees in all classes reached only 91.566. Those who applied for literacy examination were 89.057. Furthermore, those who eventually passed examination did not exceed 53.018⁽²³⁶⁾ representing 57.9% of the enrolees, and 59.5% of applicants and 75% of

those who attended the examination.⁽²³⁷⁾

In March 1975, a study by the N.C.E.S.R.T. severely criticized the 'variation between what is intended and what is actually reached'⁽²³⁸⁾. While it was supposed that the plan would cover 900.000 by 1975/76 (see Table 9.I), enrolees throughout the four years 1972/73, 73/74, 74/75 and 75/76 did not exceed 463.604 representing about 51% only. When internal effectiveness is taken into consideration, it is found that only 275.056 learners could eventually pass the literacy examination representing only about 30% of the intended figures.⁽²³⁹⁾

2. Accomplishments at other than Illiteracy Eradication Level

Types other than illiteracy eradication such as the programmes provided by the W.E.A., Popular Culture, Adult Vocational Training and Adult Continuation Education have not been included in any of the comprehensive plans. These have remained marginal activities undertaken separately. Spirit of partnership between each and the others and between each and illiteracy eradication has not been created. The overall picture of these is that of inadequacy to penetrate the adult masses. Lack of reliable statistics, a common phenomenon in most countries of the underdeveloped world to which Lowe (1970)⁽²⁴⁰⁾ gives plausible reasons, must be admitted in the case of Egypt. However, the present study attempts select figures from as many official reports as possible on which to build the argument about each of the adult education types stated above.

(i) Workers' Education

Since its establishment in 1962, the W.E.A. has tended to realize its goals through the provision of four types of programmes :

- i. General Culture programmes.
- ii. Trade Union training.
- iii. Specialized programmes.
- iv. 'Special Agreements' between the W.E.A. and some agencies to send them tutors to demonstrate programmes inside the plant or company. This characterized the phase until 1965 as is shown in the following table.

Table 9.27

Enrolees in various types of W.E.A. programmes 1962-1965⁽²⁴¹⁾

Year	Gen. Culture	T.U. Training	Spec. Courses	Agreements	Total
1962	403	434	561	229	1627
1963	28.140	2790	2205	5652	38.787
1964	19.264	2548	---	212	32.240
1965	17.390	455	2190	14018	34.053

The next phase (until 1969) was characterized by the introduction of programmes especially for workers in the agricultural sector. The W.E.A. introduced as well programmes for the training of leaders for whom the need became clear in the previous years. The 1967/68 was the highest in terms of the numbers covered as is shown in the following table.

Table 9.28

Numbers covered by W.E.A. programmes in 1966/67, 67/68 and 68/69⁽²⁴²⁾

Year	Gen Cult.	Leaders' Programme	Agricultural programme	General Agreements	Total
1966/67	20220	300	3000	13400	37220
1967/68	3348	4200	4200	23380	67720
1968/69	19910	—	5318	11.744	36972

The 1970's witnessed an attempt to regain balance which seemed to be lost in the late 1960's. By 1973, the total number of enrolees in all W.E.A. programmes has once more risen to 63.000 before it slightly dropped in 1975 to about 52.000 as is shown in the table.

Table 9.29
Enrolees in various W.E.A. programmes 1973- 1975⁽²⁴³⁾

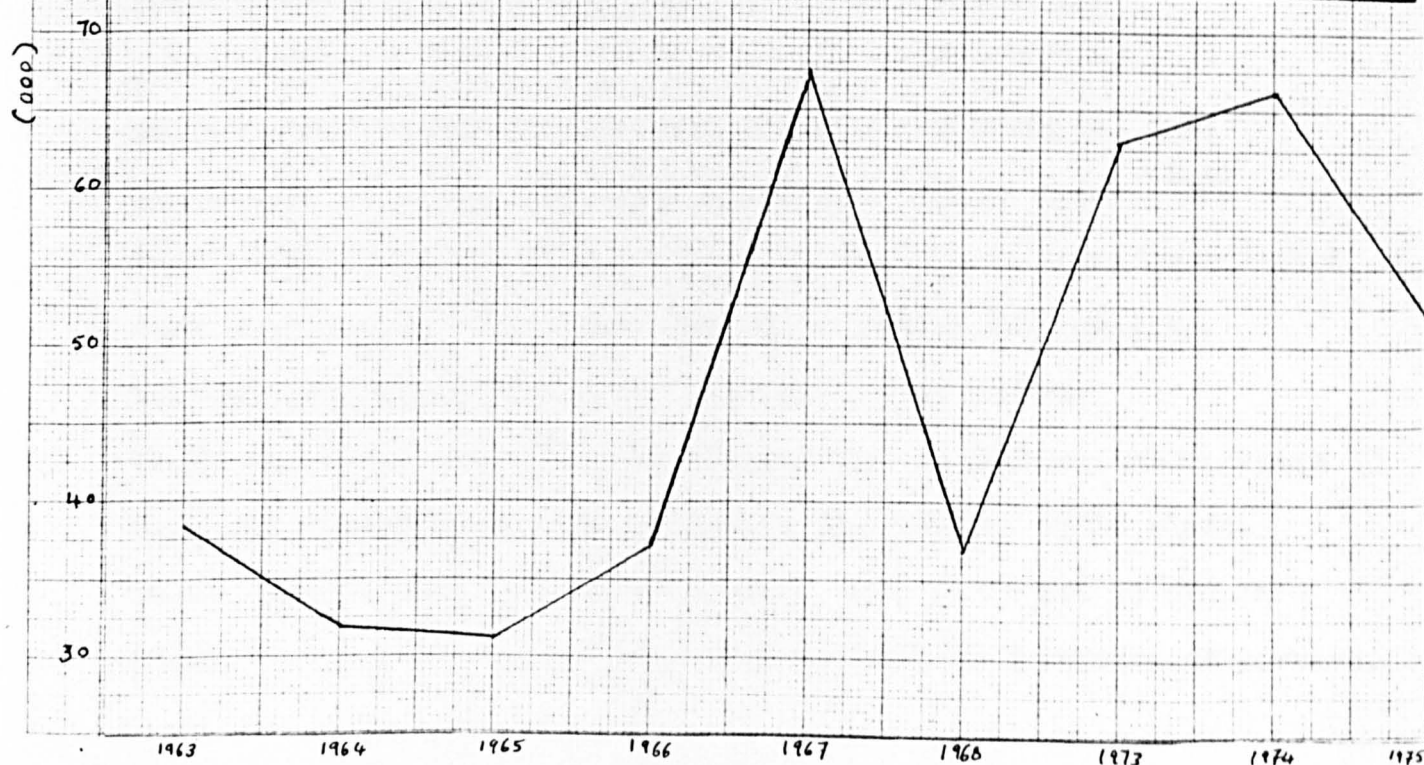
Year	General Culture	Advanced Programme	Agricultural Programme	Specialized Secretary	Total
1973	45.000	3.175	13.440	1.400	63.015
1974	43.757	1.446	21.384	----	66.587
1975	45.120	3.900	2.960	----	51.980

The development of the W.E.A. over the years 1962-1975 reveals three facts:

Firstly, instability, indicated by successive changes in programmes and the numbers covered as is shown in Figure 9.9.

Figure 9.9

Fluctuations in the total numbers of enrolees in W.E.A. Programmes



Secondly, the haziness of its place as an adult education provider. Until the present time, the W.E.A. has not got an identity of its own amidst contradicting views. Its affiliation to the 'National Union' (1957-1961) then to the A.S.U. since 1961 has carried to it some weaknesses of the two political organizations. Workers and Trade Unions themselves are not in agreement whether the W.E.A. should get its independence or be affiliated to broader and stronger administrative organizations. An investigation made by the W.E.A. (1974) on various Workers' zones and Workers' Institutes gave a wide variety of views as follows:

- 54% of the investigatees called for the complete independence of the W.E.A. of other ministries and organizations.
- 24% called for its affiliation to General Labour Union.
- 21% called for maintaining the affiliation to the A.S.U.
- 1% called for the affiliation to Ministry of Labour. (244)

Such results show that the majority favour the W.E.A.'s independence building their view on the wording of the Presidential Decree for its establishment which states that the W.E.A. is a 'Special association with public good'. (245) They claim that the special nature of the W.E.A. as an association 'by' workers and 'for' their education define its identity.

It does not spring from vacuum nor pour into vacuum.

Those who favour the W.E.A.'s affiliation to General Labour Union have the international experience at the back of their minds.

As it emerged from the labour unions, then it is not an end in itself but rather a means for the intellectual promotion of workers.

Those who favour the W.E.A.'s affiliation to the A.S.U.

build their views on three considerations:

Firstly, the elastic nature that characterizes political organizations is likely to create the W.E.A.'s flourish.

Secondly, the material and human potentialities of the political organization is likely to satisfy the needs of an association like the W.E.A. while still in its infancy.

Thirdly, the goals that the the W.E.A. ultimately works for are the same as the goals of political organizations. To some, it is even more accurate to take it as 'integration' into the A.S.U. rather than affiliation to it. However, in a later phase of the W.E.A's development, it might be affiliated to the General Labour Union. (246)

Thirdly, The inability of the W.E.A. to penetrate the vast majority of Egyptian workers, most of whom are illiterate. Lack of partnership with other providing agencies, even the Ministry of Education, cripples the W.E.A.'s efforts. In its very early infancy in the mid-1950's, the W.E.A. enjoyed the Ministry of Education's guidance and co-operation. In the 1960's the Ministry of Education withdrew its guidance but, in 1970, El-Banna⁽²⁴⁷⁾ recorded with sorrow that the Ministry 'has dissevered all relations with the field.'⁽²⁴⁸⁾ While it was recommended by a joint Ministerial Committee in 1957 that the Ministry would provide 50% of the total expenses of the W.E.A., it refrained from paying even a penny for the support of the W.E.A.⁽²⁴⁹⁾

More serious still is that the W.E.A. is left without aid struggling to cover its own needs of educators and other personnel. Due to its limited potentialities, the W.E.A. has quantitatively

expanded its teaching services at the expense of quality. This might be indicated by an examination of the W.E.A.'s technical personnel as shown in Table 9.30.

Table 9.30

Technical Personnel of the W.E.A. by educational standard⁽²⁵⁰⁾

Qualification	Percentage
Only practical training	3%
Primary Certificate	11%
Preparatory Certificate	7%
Intermediate Certificate	43%
Above Intermediate	6%
University graduates	23%
Higher Studies	7%
Total	100%

This low standard is a source of worry to the W.E.A. authorities, experts and university professors. To a group of such leaders it is bitterly complained that about a quarter of all the technical staff are either primary or preparatory certificate holders or with only practical training. They rightly comment that 'it is an odd phenomenon in an educational association'.⁽²⁵¹⁾ One solution to the dilemma, is raised by El-Banna who argues that the Ministry of Education should be committed to the provision of teachers for illiteracy eradication classes and allow the use of school buildings for the support of the W.E.A.'s mission when such schools are not in use.⁽²⁵²⁾

It is thus that the general picture of the W.E.A.'s work is far from the required effectiveness. A study by the W.E.A. (December 1974) showed that while the peak year as regards the number of learners in W.E.A. classes was 1972, yet as proportion of the whole bulk of workers, it is far inadequate. The Workers'

total number that year was 8.816.600. What could be accomplished was far unproportionate. The Workers' zones varied in the number of workers covered by their programmes from 0.5% of the total number of workers in the least effective to 1.8% in the most effective, with an average of 0.9%. The conclusion to which the study reached is that, with such a low rate, Egypt would need over one hundred years to cover the whole workers by educational programmes.⁽²⁵³⁾ If the goal is to be reached in good time, The W.E.A. programmes should cover about one million workers annually.⁽²⁵⁴⁾

(ii) Adult Vocational Training

The abolition of 'Technical Preparatory Schools' ^{since 1962} and turning them into what is called 'Modern Preparatory' with the allocation of six periods weekly for practical spheres and vocational instruction . . . served to make the country's need for semi-skilled and skilled workers clearer. The Ministerial Committee for Labour Power (1966)⁽²⁵⁵⁾ approved to the above trend on the account of the children's inability at the age of 12 to involve in vocational training in a fruitful way.⁽²⁵⁶⁾ The educational structure that the Committee suggested was that after the preparatory school 30% of its graduates will be trained as semi-skilled workers through short training. 25% of such graduates will be trained as skilled workers and assistant technicians through secondary technical and vocational training centres.⁽²⁵⁷⁾

However, the policy drawn by the Ministerial Committee was not implemented ⁽²⁵⁸⁾ and the shortage in skilled workers

grew more acute year after year as has already been pointed out.⁽²⁵⁹⁾ Fragmentation of training bodies served to blur the picture before the eyes of policy-makers, until the the N.C.E.S.R.T. accused such fragmentation of 'impeding the work and not providing the necessary co-ordination or partnership between training policies and training programmes undertaken by various ministries.'⁽²⁶⁰⁾

However acute the shortage in skilled and, to an extent, semi-skilled workers actually is, the resort to 'adult vocational training' for help has remained to be meek. The numbers of workers trained by the centres for 'skill upgrading' have been out of proportion both with the needs of the country's industrial and other projects and with the number of adults wishing to upgrade their skill. Throughout the ten years from 1960 to the end of 1970, the number of workers graduating from such centres did not exceed 1846 workers in Cairo, and 422 in Alexandria.⁽²⁶¹⁾ By all measures such numbers cannot be seen as adequate to a country that considers its future conditioned by the progress of industry.⁽²⁶²⁾ What is more striking, is that recent years have even witnessed further drop. The figure for 1973 alone came down to 67.⁽²⁶³⁾ In 1974, only 100 were trained in such centres.⁽²⁶⁴⁾ Before the Conference on Training for Apprenticeship (Cairo, March 1976), the Under-Secretary for Industry, who was as well the chairman of the conference, announced that the total number of graduates from 1960 and until 1976 to be 1965 workers.⁽²⁶⁵⁾ The figures announced by the Under-Secretary for Industry are even less than the above^{mentioned} figures of the annual books of

the 'Productive Efficiency Administration' affiliated to the Ministry of Industry, and which is, in the meantime, responsible for the above vocational training centres.

As for the centres of 'Accelerated Vocational Training', the numbers of adult workers involved in them are evidently higher than in the case of 'Up-grading Centres'. Yet, haziness and decline characterize the numbers of these centres as well. In 1969, the graduates from such centres amounted to 872 for that year solely.⁽²⁶⁶⁾ However, in 1971, the number of graduates came down to 601,⁽²⁶⁷⁾ and in 1973, it came further down to only 307,⁽²⁶⁸⁾ and further still in 1974 to 100.⁽²⁶⁹⁾ Official statistics (1974) show that the total number of graduates from such centres from 1960 and until the end of 1974 was 11,307.⁽²⁷⁰⁾

If we assume that such types of adult vocational centres are suitable ones for countries suffering from various forms of unemployment and under-employment, a great change has to be made to increase the numbers of such centres and raise their capacity in a 'revolutionary' rather than 'evolutionary' way in Egypt's present stage of development. While the 'Strategy of the Five-Year Plan (1978-1982)' admits the existence of 1,500,000 unemployed individuals in 1976⁽²⁷¹⁾ the aggregation of the whole graduates of the above centres since 1960 does not exceed 15,000. It means that their share does not amount to even 1% of the unemployed adults. This explains the strong call raised by W. L. Young (1975)⁽²⁷²⁾ for better reconsideration of manpower planning in Egypt to serve better

what he called the 'accelerated industrial development'. (273)

One study by the N.C.E.S.R.T. (March 1976) (274) ascertained the soundness of Young's conclusions. It could see various adult vocational training centres in Egypt at present as

"far inadequate to fulfil the ever-increasing needs of various development schemes both in terms of the total number of workers and the required specializations." (275)

What is more serious is the defect that the N.C.E.S.R.T. study mentioned above added, namely in terms of the quality of what is provided in such centres as the training in them largely concentrates on the learning of mechanical skills without due regard to other theoretical and cultural aspects. (276)

Examination of the study plans of such vocational centres for adults shows the almost complete neglect of aspects other than the practical ones associated with the learners' field of specialization. (277)

Since the 1970's, the Ministry of Social Affairs has established some vocational training centres for youth and adults who have left the primary stage without reaching the sixth form. By 1975, it had got 18 such centres for 'Vocational Formation' in 18 provinces including Cairo, Alexandria, Giza, Monoufia, Sharkia, Kafr El-Sheikh, Dakahlia, Behaira, Damietta, Port Said, Fayoum, Beni Suef, Minia, Assuit, Sohag, Quena, New Valley, Marsi Matrouh. (278) In such centres, 22 vocations were introduced of which 10 were initiated with the aid from UNESEF. The enrolled trainees in 1974/75 were 3576. In July 1975, the number dropped down to 2787, but by October 1975 the balance had been regained reaching 3527, almost the same figure of 1974/75. (279)

(iii) Popular Culture

As one type of adult education, the 'Popular Culture' was initiated as one State agency by the Ministerial Order 6545 of 1945 for the establishment of 'Popular University' (Jamiaa Shabia). By 1946/47, the 'Popular University' could enrol 6537 individuals to its classes whom it accepted with no regard to qualifications, only individual willingness. In the following year the number leapt to 10,341 of whom 6196 were males and 4145 were females. (280) For twelve years, until 1958, the 'Popular University' directed its efforts mainly to three categories:

(a) Farmers and workers who were mostly illiterate through providing culture in whatever form they liked, and in as near as possible to their places of work i.e. fields and factories.

(b) Already literate citizens through the provision of a certain portion of general culture and vocational training.

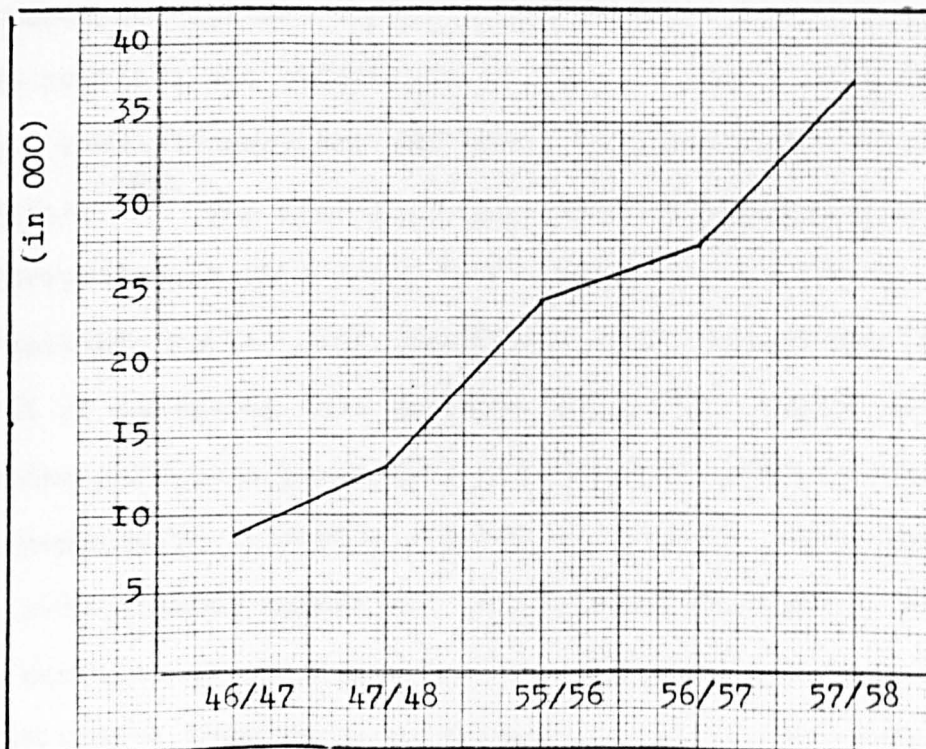
(c) Middle-cultured citizens who wish to elevate their educational and cultural standard. (281)

When the 1952 Revolution broke out, there were 22 branches of the 'Popular University' covering almost all provinces. Ten fields of interest were the dominant ones including politics, history, literature, scientific culture, social studies, health culture, women culture, fine arts and languages. (282) Mutual response between the 'Popular University' and adult masses was such that whenever ten adults in one centre agreed to have one interest covered, authorities of the 'University' were elastic enough to respond to their wish immediately within the potentialities it had. (283)

Success of such policy adopted by the 'Popular Culture' until 1958 is admitted by educationists (284) and studies by the N.C.E.S.R.T. alike (285) in terms of the numbers of adults willingly involved in its various practical and theoretical activities. Its service quickly extended because of unprecedented enthusiasm on the part of the three main categories mentioned above. The number of such adults rose from 23.528 in 1955/56 to 27.201 in 1956/57 then to a peak of 37.880 in 1957/58. (286) The following figure indicates the quick success of the 'Popular University' as judged by the number of its enrolees until 1957/58.

Figure 9.10

The number of enrolees in various branches of the 'Popular University' in certain years until 1957/58 (*)



(*) Based on figures cited above.

With 1958, the 'Popular University' was put abruptly on the way of decline by a Presidential Decree which put it under the Ministry of 'Culture and National Guidance'. Such a change will ever remain a 'puzzle' to all who will study the history of adult education in Egypt. Rather than because of its failure in achieving the goals for which it was established, the change was made 'in spite of its unprecedented success'. To Professor Ebaid (1976)⁽²⁸⁷⁾ such abrupt change is unjustifiable at the time the 'Popular University' was a successful adult education institution, and even getting more success year after year penetrating the masses of farmers and workers wherever they were found.⁽²⁸⁸⁾

Soon after the 1958 Presidential Decree, efforts to give the 'Popular University' a totally new identity and conceal its already formed one, were undertaken. On his part, the Minister of Culture formed a committee in 1959 'to reconsider the position and objectives of this institution to develop in a revolutionary way and take its destination for realistic goals'.⁽²⁸⁹⁾ The writer of this study could not find an interpretation that would throw light on the concept of 'realistic goals' that the Minister of Culture had except that of directing that popular insit^tution towards the service of the political goals that the Government was enthusiastically attempting to disseminate among the masses. Still the question is left without answer why these 'realistic goals' were to be realized at the expense of a successful adult education institution working among masses with very modest cultural standing, and that if the 'realistic goals' were

so vital, why the State did not establish an institution that would realize them. It is a pity that the 'Popular University' could not stand against the change that was imposed by the Presidential Decree, nor could it advocate the continuation of the style of adult education work that it had undertaken since 1946. All it could do, to the writer's way of thinking, was to echo the opening lines of Mathew Arnold's poem 'The Last Word':

Let the long contention cease
Geese are swans, and swans are geese.
Let them have it how they will !
Thou art tired; best be still.

In accordance with the report of the committee formed by the Minister of Culture in 1959, a Ministerial Order no 144 of 1959 was issued changing the institution's name into 'University of Liberal Culture' (Jamiat al-Sakafa al-Horra).⁽²⁹⁰⁾ This was followed by another Ministerial Order no 105 of 1960 to appoint a council for the University of Liberal Culture. Within the new revolutionary changes, the 22 branches of the old 'Popular University' were maintained but as 'miniature of the Ministry of Culture and National Guidance'.⁽²⁹¹⁾ Each was to include a theatre, a cinema, a library, a music hall, an art gallery, a classroom, a hall for lectures and seminars, and a garden for the practice of various activities.⁽²⁹²⁾

The First Five-Year Plan 1959/60 - 1964/65 allocated ££ 600.000 for the establishment of 15 'Palaces of Culture' to be added to various confiscated palaces of rich feudalists and anti-revolutionary elements.⁽²⁹³⁾

Absence of a clear-cut policy for adult education and the fluidity of such a sector within the national system of education were behind another change. Another Ministerial Order no I8I of 1962 put the 'University of Liberal Culture' under a newly established sector which combined 'Culture' and 'Information'. The mission of the 'University' as the Ministry of Culture conceived it in the light of such change was, 'to spread national awareness and provide culture in its broadest sense through lectures, seminars, theatre, cinema, library, arts, hobbies,...' (294) Now that the educational mission was thrown to the shade as hardly one of the goals that the 'University' was supposed to realize, 'Information Offices' were combined with 'Cultural Centres' forming what came out to be 'Centres of Information and Culture'. Palaces of Culture were accordingly changed into offices of 'Culture and Information'. Hence, it was that, until 1966, the educational and cultural aspect of the mission was dominated by 'Information'. This was not without its impact on the mission of 'Popular University' in, at least, four angles related to its effectiveness:

Firstly, that its budget severely shrank which made necessary, as one study by the N.C.E.S.R.T. (1976) found (295), the liquidation of many forms of its activity whether cultural or artistic. (296)

Secondly, Confinement of its activity, in most cases, on distributing the unsold books and magazines and other publications of the Ministry of Culture and Information Department.

Thirdly, that the activities of the 'Caravans of Culture and Information' were consolidated through the combination of the caravans of 'Information' with those of 'Culture'.

Fourthly, that the content of the goals and concept of 'culture' were severely affected. Hence, the study rightly described the period until 1966 as one dominated by 'confusion in agencies of culture which affected the content and goals of work.' (297)

With the Presidential Decree no 449 of 1966, the Ministry of Culture was separated from the Ministry of National Guidance. Accordingly, the 'University of Liberal Culture' was once more transferred to the Ministry of Culture and re-named 'Administration of Popular Culture' by Ministerial Order no 30 of 1966. A three-year plan (1967-1970) was put, the aim of which was 'the consolidation of the 'Palaces of Culture' and the activation of the cultural movement in provinces so that each province can undertake its activity autonomously as centres of intellectual and cultural radiation with very little dependence on Cairo.' (298) Still instability and vagueness in the mission of 'Popular Culture' were to be suffered from. Five needs emerged in 1969 including:

- i. the re-organization of work,
- ii. training new leaders of 'popular Culture' and change some old ones,
- iii. re-distribution of the working force of 'Popular Culture',
- iv. satisfying the need both for material and human resources for 'Palaces of Culture' and various centres and houses of culture, and
- v. putting a new plan for the whole cultural work. (299)

Whether the new plan under the Ministry of Culture was effective in the 1970's has not been made. However, examination

of the annual plans of the 'Popular Culture' from 1970 to 1974 show that it has maintained its line of previous years and in which the mission of 'education' is sacrificed at the alter of 'broad culture' i.e. cinema, theatre, arts, music etc.. (300)

Since ^{the} annual plan of 1974, it is possible to trace a new trend reluctantly introduced for the revival of the educational aspect in the mission of the 'Popular Culture'. (301) Also, a directory by the Ministry of Culture, issued on April 1, 1975, called the attention of the managers of 'Palaces of Culture' to establish classes for educational purposes. Hence, the 1975 annual plan included the establishment of classes in various provinces as follows: (303)

(a) Languages

English language	16	classes
French language	II	"
German language	9	"
Italian language	I	
Hebrew	2	

(b) Female Studies

Sewing	}	18	classes
Embroidery			

(c) Commercial Studies

Type-writing	}	7	classes
Shorthand			

(d) Practical Studies

Electricity	}	8	classes
Electronics and Wireless			
Light Photography			
Cinema Photography			
Mechanics			
Car driving			

(e) Artistic Hobbies

Music	}	5 classes
Art		

(f) Crafts 6 classes

(g) Literary and National Studies

Literary	5 classes
National	5 "

The duration of the above courses varies from one to another.

Literary studies are provided over 6 months, languages in 8 months, artistic hobbies over a whole year.⁽³⁰⁴⁾

Before a decision was taken whether the new trend is successful, the Ministry of Culture as a whole has been affiliated to the Ministry of Education in October 1978. Many plans for the re-arrangement of the sector of 'Culture' are being studied but it is too early to make predictions of the impact of the new changes on that type of adult education provided through 'Popular Culture'.

(iv) Universities

The trend to provide external studies in Egyptian universities was adopted in the early 1950's and implemented since 1953 under the 'External System' (Nizam al-Intisab). According to it, a secondary school graduate is able to qualify for admission to an institution of higher education with no regard to age. He follows up his higher studies externally without being given the right to attend lectures or seminars as regular students do. The system was seen as applicable to three faculties in which study is of theoretical nature, namely Faculties of

Law, Arts and Commerce. The major aim behind the involvement of many youth and adults in the External system has been to get a university certificate. Hence, it may be regarded as another way by which continuation of education to the end of higher education is allowed for adults.

The number of external students in universities grew until 1964/65 as in the following table:

Table 9.3I

Numbers of Students accepted under the 'External System' as proportion of the total enrolled students in Faculties of theoretical studies (305)

Year	Total Numbers of Theoret. Faculties' accepted students	Total Number of accepted Students (External)	% of Ext. Students
1953/54	10.260	3940	38.4%
1954/55	9.156	3289	36%
1955/56	11.688	4716	40%
1956/57	11.597	6392	55%
1957/58	13.857	8740	63%
1958/59	10.407	4002	40%
1959/60	10.860	3798	35%
1960/61	11.518	4487	39%
1961/62	10.131	3712	36%
1962/63	11.313	4903	43.3%

According to the 1961 'Socialist Laws', education became free at all stages in Egypt including Higher Education. This resulted in a sudden rush on the part of the masses who had been hindered from joining State Higher Education due to fees. (306) This happened without expanding the existing institutions proportionately. Hence, the rise represented an extra burden that various faculties were not quite prepared to shoulder. With this, the 'External System' was under reconsideration since the mid 1960's. The 'Ministerial Committee for Labour Power'

(1966) (307) was against the continuation of such a system.

So long as the educational policy is planned to allow mentally capable students to join various faculties in accordance with regulations for graduates from both general and technical secondary schools, then the 'External System' is, to the Ministerial Committee, without justification. For this, a recommendation was raised that it should be liquidated within a certain range of time. (308)

It is possible to see the judgement of the Ministerial Committee as sound in so far as the attendance of external students complicated the situation in the already crowded classes at the university. However, with such severe rejection of the 'External System', the Committee failed to appreciate that certain numbers of adults, mostly for economic considerations, were forced to end their education prematurely. It would have been ^{if} sounder if the Committee investigated the creation of channels for life-time education through the specification of a certain role to be undertaken by universities.

In the 1970's, the 'Public Service Division' was adopted by universities but, ^{being} still in its infancy, it could not be evaluated. The progress of its idea in Egypt has already been dealt with. (309) Available statistics of the total numbers of students other than the 'regular' ones, i.e. external and public division has reached 58.042 in 1975/76 as indicated in the following table.

Table 9.32

Extension and Public Service Students in Egyptian Universities
as proportion of the whole clientele of each university in the
(310)
academic year 1975/76

Universities	Students			
	regular	irregular	Total	% of irregular to total
Cairo	68326	18451	86777	21%
Alexandria	49757	14418	64175	22%
Ain Shams	59704	16553	76257	21.8%
Assiot	32463	3262	35725	9%
Tanta	26110	546	26656	2.5%
Mansora	22436	3116	25552	12%
Zagazig	16223	1696	67919	23%
Total	275010	58042	233061	24.9%

Taking such a figure as the total contribution of Egyptian universities to the education of adult masses can hardly be accepted as adequate from at least two points of view. On the one hand, if the universities with their great human and material potentialities confine their efforts to such a marginal portion, the efforts of other bodies involved in the provision of adult education with much less potentialities find excuse for their reluctant contribution. On the other hand, universities have ever been content with the 'ivory tower' from which they look at the pressing problems of the Egyptian society. As a centre for the Egyptian meritocracy, they refrain from involvement in adult illiteracy eradication, a problem that touches the lives of 21.500.000 individuals preferring that such a problem be dealt with by less meritocratic agencies. They do not care to be represented in the Supreme Council for Adult Education and Illiteracy Eradication. Their attitude toward the W.E.A.

is non the less passive. Until the present time they are reluctant to lend a hand to the W.E.A. This stirred El-Banna (1970)⁽³¹¹⁾ to put before them the contribution of British and American universities to Workers' Education as examples of what could be done by Egyptian universities which 'have not yet undertaken their duty toward the W.E.A.'⁽³¹²⁾ He criticized the gap between the universities and Trade Unions which is likely to turn into what he called 'trust crisis'.⁽³¹³⁾

It is striking that no researches on 'adult education' have so far been undertaken by the universities. Nor has 'adult education' been given a place in the programmes of Faculties of Education however relevant to the needs of the Egyptian society. To the above weaknesses, Yussef (1976)⁽³¹⁴⁾ gives mention to two others namely the reluctance on the part of administrators and policy-makers in universities to allocate the necessary finance for undertaking adult education projects, and the dislike, on the part of teaching staff of universities toward involvement in adult education.⁽³¹⁵⁾

Hence, the International Expert Panel on Adult Education and Development with Special Reference to the Arab States (Sirs -El-Layyan, 29 November-9 December 1975), referred to earlier, drew the attention of Egyptian and other Arab universities that the provision of some programmes for 'external' adults is not all they could do to their swiftly progressing societies. Institutions of Higher Education should be responsible for facilitating lifelong education for their graduates in terms of knowledge and skill side by side with performing researches in the field of adult education.⁽³¹⁶⁾

The outcome of the whole argument is that the provision of adequate adult education service among the majority of Egyptian adults has, since 1952, been unproportionate with the ambitious aspirations for modernity that Egypt has worked for in the last quarter of a century. The defected adult education policy since 1952 is, to a great extent, responsible for the above inconsistency from two major angles:

Firstly, maintenance of adult education's marginality within Egyptian education which locked its service severely within a narrow circle.

Secondly, failure to bring the work of various adult education providing agencies to tune. The Ministry of Education works in seclusion from the W.E.A., the latter has not got the slightest relationship with 'Popular Culture'. Adult vocational training, is looked down upon and hence, occupies a far away corner from others. All such providers are aliens with nothing to unify them whether in finance, teaching service, consultation, ... etc.

Because the availability of enlightened adults is a basic precondition for the realization of modernity proposals whether from the political or economic point of view, it is possible that Egyptian society will continue to have a wide gap between 'proposals' and 'achievement' until a sound adult education policy is found to carry such a vital service to the millions of Egyptian adults. From hence stems a question that we see relevant to the cause of modernity in Egypt:

"What direction should Egypt follow in the reconsideration of its adult education policy to make it better fitted to the requirements of a modern State in the light of its specific socio-economic conditions?"

Notes - Chapter Nine

1. COOMBS, P. H. op.cit., pp. 138-139.
2. ibid., p. 139.
3. PRESIDENCY OF THE REPUBLIC, NATIONAL SPECIALIZED COUNCILS,
Report of the N.C.E.S.R.T.'s first session (June-September 1974).
Cairo: 1974. p. 17 and 70.
4. PRESIDENCY OF THE REPUBLIC, NATIONAL SPECIALIZED COUNCILS,
Report of the N.C.E.S.R.T.'s second session (October 1974- July 1975).
Cairo: 1975. p. 85.
5. Even in the report of the second session, there is no mention
to other forms of adult education than illiteracy eradication.
see ibid., pp. 15-29.
6. PRESIDENCY OF THE REPUBLIC, NATIONAL SPECIALIZED COUNCILS,
Report of the N.C.E.S.R.T.'s third session (October 1975- July 1976).
Cairo: 1976. p. 77.
7. ibid. p. 78.
8. ibid. pp. 81-82.
9. Act IIO of 1944, articles I and 2.
10. EBAID, A. H. 'Adult education along the ages', in A.L.E.S.C.O.,
The science of adult education. Part I. Cairo: A.L.E.S.C.O., 1976. p.139.
11. SAIF, S. A. and FAYEK, S. E. M. Illiteracy eradication movement
in the Arab Republic of Egypt. Cairo: A.L.E.S.C.O., 1976. pp. 37-42.
(Arabic text).
12. Act 67 of 1970 for 'Adult education and illiteracy eradication',
article 2. (Arabic text).
13. ibid.
14. SAIF, S. A. and FAYEK, S.E. M. op.cit. p. 77.
15. MINISTRY OF EDUCATION, GENERAL DIRECTORATE FOR ADULT EDUCATION,
Projected ten-year plan in fields of adult education and illiteracy
eradication from 1972/73 to 1981/82, in SAIF, S.A. and FAYEK, S. E. M.
ibid., pp. 83-95.
also NATIONAL COUNCIL FOR EDUCATION, SCIENTIFIC RESEARCH AND TECHNOLOGY,
Report on the trends as regards the categories included in the plan for
illiteracy eradication and adult education. Cairo: 15 March 1975. p. 7
(Arabic text).
16. SAIF, S. A. and FAYEK, S. E. M. ibid. p. 84.
17. SCHUMAN, H., INKLES, A. and SMITH, D. H. op.cit. pp. 1-3.

18. Illiterates are defined by the Egyptian Census Department as 'persons not able either to read or write'. (UNESCO. Progress of literacy in various countries. Monographs on Fundamental Education, No. VI. Paris: 1953, p. 83). This is reached through the enumerator asking individuals and recording the answers they give. It is to be noted that such difference in the criteria on which an individual is taken as illiterate between census enumeration, and the 1970 Act leads to confusion.

19. SAIF and FAYEK. op.cit. pp. 84-85.

20. ibid. p. 85.

see also N.C.E.S.R.T. Summary of the reports submitted for the preparation of a national plan for illiteracy eradication. Cairo: N.C.E.S.R.T., 1975. p. 3 - Of the mentioned figure of illiterates, the share of the Ministry of Education will be 3.750.000.

21. SAIF and FAYEK. op.cit. Table I7, p. 86.

22. ibid. p. 88.

23. Act 67 of 1970, article 4.

24. ibid. article I, 4, and 6.

25. Presidential decree No. 3II of 1971 about 'The formation and concern of the Supreme Council for Adult Education and Illiteracy Eradication', article 2.

26. SAIF and FAYEK. op.cit. p. IO7.

27. N.C.E.S.R.T. COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. General conception of a national comprehensive plan for illiteracy eradication and adult education. Cairo: July 1975. p. I (Arabic text).

28. SAIF and FAYEK. op.cit. p. I22.

29. RADWAN, M. M. Illiteracy eradication and adult education: towards a national comprehensive plan. Cairo: 1975. p. 37.

30. N.C.E.S.R.T. Report on the trends, op.cit. p. IO.

31. One estimate made in accordance with the 1973 enumeration by the C.A.P.M.S. puts the figure as 195.000, 30.000 less than the above figure. The number of illiterates in Government offices was assumed to be 66.000, and in the Public Sector 129.000. One reason for difference between estimates is likely to be attributed to the inevitable overlap in the enumeration of illiterates in 'Government' and 'Mass' sectors.

see N.C.E.S.R.T. General conception, op.cit., p. I6.

Another report by the N.C.E.S. R. T. (Summary of the reports ..op.cit., p. 7) takes the number of illiterates in the whole Government sector to be about 200.000. The difference of about 25.000 (between 225.000 and 200.000) is because the latter has excluded the already converted into literacy from the Government sector during 1971/2 and 1972/3 which is 30.451. (SAIF and FAYEK, op.cit., p. I32)

32. SAIF and FAYEK, op.cit., p. I30.
33. ibid., pp. I34-I35.
34. In accordance with article 6 of Act 67 of I970, op.cit.
35. SAIF and FAYEK. op.cit., p. I46.
36. ibid. Table 2, p. I47.
37. ibid. p. I58.
38. ibid. p. I62.
39. ibid. pp. I57-I58.
40. N.C.E.S.R.T. General conception of op.cit.
41. NATIONAL SPECIALIZED COUNCILS. Report of the N.C.E.S.R.T.'s second session. op.cit., p. I7.
42. ibid. pp. I7-I8.
43. ibid. pp. I8-I9.
44. ibid. pp. 23-24.
45. ibid. p. 24.
46. N.C.E.S.R.T. General conception, op.cit. p. 22.
47. ibid. p. 24.
48. ibid. p. 25.
49. ibid.
50. ibid. pp. 33-35.
51. EL-BANNA, G. Workers' Education between its present and future. Cairo: W.E.A., I970. pp. I96-I97. (Arabic text).
52. ibid. p. I98.
53. ibid.
54. In accordance with a recommendation raised in the report of a special committee formed by the Government (November I957), the Egyptian Government forwarded a request to the I.L.O. to provide her with consultative service through a Worker's Education expert. Mr. Ludvigson was sent to investigate the possibilities of W.E.A. service in Egypt (between December I5, I958 and March Ist, I959), then (from April, I9, I959 to July, 7, I959). A translated copy of the Ludvigson Report is included in EL-BANNA, G. ibid. Appendix 2, pp. 382-390.
55. Presidential decree No. 2253. Memeographed document. (Arabic text).
56. ARAB SOCIALIST UNION, HIGHER EXECUTIVE COMMITTEE. Decree No. I, 20 th June I965. Memeographed document. (Arabic text).
57. IBRAHIM, E. E. H. Summary of the Workers' Education in Egypt: its rise, development and present conditions. Study presented to the 'Session for the Organisation of Workers' Education Centres and the Latest Means and Methods including Audio-Visual Aids', (Baghdad, IO February - Ist March I976). p. 4 (Arabic text).

58. EL-BANNA, G. op.cit., p. 209.
59. ibid. p. 354.
60. IBRAHIM, E. E. H. op.cit., pp. 4-5.
61. EL-BANNA, G. op.cit., pp. 211-215.
62. AL-AHRAM AL-IKTISADI, Developing Workers' Education: workers' way to university. Forewarded by Dr. I. El-Ghamry. Cairo: Al-Ahram Al-Iktisadi, Supplement, December 1st, 1974. p. 30. (Arabic text).
63. N.C.E.S.R.T. COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Preliminary study about the Popular Culture University, its historical development, future and relation with adult education. Cairo: N.C.E.S.R.T., March 1976. p. 4. (Arabic text).
64. ibid. p. 6.
65. ibid. p. 4.
66. EL-FEKI, H. Cultural history of education in the United Arab Republic. Cairo: Dar al-Nahda al-Arabia, November 1965. p. 264. (Arabic text).
67. N.C.E.S.R.T. Preliminary study, op.cit., p. 5.
68. EBAID, A. H. op.cit., pp. 143-147.
69. See pp. 544-545 of this chapter.
70. EL-BANNA, G. op.cit. p. 202.
71. MINISTRY OF CULTURE (Egypt) Popular Culture University. Mimeographed document, 1976. p. 3.
72. See pp. 546-547 of this chapter.
73. N.C.E.S.R.T. Preliminary study, op.cit. p. 12.
74. Ministerial orders No. 44 of 1959 and 105 of 1960.
75. WAHBA, M. Cultural policy in Egypt. UNESCO Studies and Documents on Cultural Policies. Paris: UNESCO, 1972. p. 32.
76. MINISTRY OF CULTURE (Egypt), POPULAR CULTURE ADMINISTRATION. The 1976 Plan. Cairo: Ministry of Culture, 1976. pages 98, 108 and 114. (Arabic text) see also SHAWKI, Y. The role of Popular Culture in adult education. Paper presented to the International Expert Panel on Adult Education with Special Reference to the Arab States (Sirs-El-Layyan, 29 November-9 December 1975). p. 2.
77. ibid.
78. ibid.
79. EBAID, A. H. op.cit., p. 146.
80. ibid.
81. ibid.
82. FAHIM, F. Training and administrative development. Cairo: Work's Book Series, issue No. 98, April 1972. p. 16. (Arabic text).
83. ibid.

84. MINISTRY OF INDUSTRY AND MINERAL WEALTH (Egypt), PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Plan of training programmes January - December 1974). Cairo: 1974. p. 57. (Arabic text).
85. MINISTRY OF INDUSTRY, PETROLEUM AND MINERAL WEALTH, PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Instructor Training Institute. Cairo: 1970. p. 38. (Arabic text).
86. *ibid.*
87. MINISTRY OF INDUSTRY, PETROLEUM AND MINERAL WEALTH, PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Raising the skill level of workers in industry. Cairo: 1970. p. 38 (Arabic text).
88. *ibid.*
89. Instructor Training Institute, op.cit. p. 38.
90. MINISTRY OF CULTURE (Egypt), POPULAR CULTURE ADMINISTRATION. Scheme of 'Cultural Service Classes', pre-requisites and curricula. Cairo: April 1975. p. 8. (Arabic text).
91. MINISTRY OF SOCIAL AFFAIRS (Egypt), VOCATIONAL FORMATION ADMINISTRATION. Annual report of the work of the Administration for the year 1975. Cairo: 1975. pp. I-3. (Arabic text)
92. Instructor Training Institute, op.cit. p. 8.
93. *ibid.* p. 5.
94. MINISTRY OF INDUSTRY, PETROLEUM AND MINERAL WEALTH (Egypt), PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Annual report 1970. Cairo: 1971. p. I63.
95. MINISTERIAL COMMITTEE FOR LABOUR POWER. Report on the policy of education. Cairo: 1966. p. 48.
- The report has recorded that such students are even allowed to attend lectures besides the other facilities they already have. Hence, they enjoy more rights even than regular students.
96. *ibid.*
- see also MINISTRY OF HIGHER EDUCATION. Higher Education: its problems and principles of planning. Cairo: 1963. p. 9. (Arabic text).
- The report suggests that the 'Extension System' (Nizam al-intisab) to theoretical faculties has to be reconsidered in the light of the country's actual needs.
97. THE AMERICAN UNIVERSITY IN CAIRO, DIVISION OF PUBLIC SERVICE. Adult education programs - second semester 1974-1975. Cairo: The American University, January 1975. p. I.
98. AIN SHAMS UNIVERSITY. Public service registration for the summer term June-July 1975. pp. I-2. (Arabic text).
99. *ibid.*

- IOO. THE AMERICAN UNIVERSITY. Adult education programs..... op.cit.
- IOI. UNESCO. Records of the General Conference, Seventh Session, 1952.
Paris: UNESCO, 1952. pp. 33-34.
- IO2. EL-BAKRY, B. "Sirs-El-Layyan Centre for functional literacy",
Education of the Masses (a specialized periodical), Vol. I, No. I,
September 1974. p. I49. (Arabic text).
- IO3. ibid. pp. I49-I50.
- IO4. NATIONAL CENTRE FOR EDUCATIONAL RESEARCH, DOCUMENTATION CENTRE
FOR EDUCATION. Report on the development of education during 1974/1975 -
1975/1976. Cairo: 1977. pp. 3-4.
- IO5. ibid. p. 2 and IO.
- IO6. ibid. p. 3.
- IO7. ibid.
- IO8. ibid. p. 4.
- IO9. ibid.
- II0. MINISTRY OF EDUCATION (Egypt). Education and training in Egypt.
Cairo: February 1976.
- III. MINISTRY OF EDUCATION (Egypt). Minister of Education's address
before the People's Assembly, February 1977. Cairo: 1977.
- II2. ARAB REPUBLIC OF EGYPT, MINISTRY OF PLANNING. The Five- Year
Plan 1978-1982. Volume 2, Egyptian Man: Education, Scientific Research,
Training and Manpower Planning. Cairo: 1977 (Arabic text).
- II3. LABIB, R. et al. op.cit. Figure 4, p. 207.
- II4. Act 68 of 1968 for 'Public Education' regulates all stages:
primary, preparatory and secondary in separate sections. The Act
includes five parts as follows:
Part I: General consideration as regards the organization of education.
Part 2: Primary education.
Part 3: Preparatory education.
Part 4: Secondary education.
Part 5: Final regulations as regards the execution of the Act.
- II5. MORSI, M. M. Administration and organization of public education.
Cairo: A'alm al-Kotib, 1974.
- II6. ibid. p. 36.
- II7. Report of the N.C.E.S.R.T.'s second session. op.cit., pp. 43-52.
- II8. Minister of Education's address before the People's Assembly.
op.cit., p. IO.
- II9. ibid.
- I20. CROPLEY, A. J. 'Some psychological reflections on lifelong education',
in R. H. Dave (ed.), Foundations of lifelong education. London: Pergamon
Press, 1976. p. I92.

- I21. The 1923 Egyptian Constitution stated that 'Elementary education is compulsory for Egyptian males and females, and it is free in public schools'. (article I9). All subsequent constitutions have affirmed the above commitment on the part of the State.
- I22. Report of the N.C.E.S.R.T.'s third session, op.cit., p. 77.
- I23. Vide supra. pp. 449 - 450.
- I24. UNESCO. International Conference on 'Adult Education', Elsinore, 1949. Paris::UNESCO, 1949.
- I25. HELY, A. S. M. New trends in adult education: from Elsinore to Montreal. Paris: UNESCO, 1962. p. I2.
- I26. N.C.E.S.R.T. COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Study about adult education programmes: their historical development and future. Cairo: N.C.E.S.R.T., June 1976. p. 27. (Arabic text).
- I27. ibid.
- I28. FAURE, E. et. al. Learning to be: the world of education today and tomorrow. Paris: UNESCO, 1972.
- I29. ibid. p. I69.
- I30. The argument in this point builds on the assumption that if a clear conception of the term 'adult education' and its various dimensions under Egyptian conditions, is to be made, it is first and foremost the task of the N.C.E.S.R.T. as the highest specialized council for long-range educational policies in the country. (see the concerns of the Council in Presidential decree No. 6I5 of 1974, article I).
- I31. EL- SADAT, President M. A. Programme of National Action, presented by President M. A. El-Sadat before the Arab Socialist Union, 197I. Cairo: 197I.
- I32. MINISTRY OF INFORMATION, STATE INFORMATION SERVICE. The October Working Paper, presented by President M. A. El-Sadat, April, 1974. Cairo: n.d. 1974.
- I33. Programme of National Action, op.cit.
- I34. The October Working Paper. op.cit. p. 68.
- I35. CENTRAL AGENCY FOR PUBLIC MOBILISATION AND STATISTICS. The preliminary results of the general population and housing census, 22/23 November 1976 in Egypt. Cairo: C.A.P.M.S., n.d. - deduced from the ratio given in Table 8, p. 30.
- I36. A.S.F.E.C. in collaboration with GERMAN FOUNDATION FOR INTERNATIONAL DEVELOPMENT. International Expert Panel on Adult Education and Development with special reference to the Arab States, (Sirs-El-Layyan, 29 November - 9 December 1975). Final Report. Sirs-El-Layyan: A.S.F.E.C., 1975. (Arabic text).
- I37. ibid. p. I3.

- I38. UNESCO, SECOND WORLD CONFERENCE ON ADULT EDUCATION (Montreal, 1960) Final Report. Paris: UNESCO, 1960. Appendix II, p. 3.
- I39. GALAL, A. F.A. K. 'Adult education in the U.A.R. (Egypt) with special reference to the work of selected organizations'. Unpublished Ph. D. thesis, University of London, Institute of Education, June 1966. p. 88.
- I40. *ibid.* p. III.
- I41. see ABDEL-MEGID, M. "Adult education in Egypt between theory and application", Education of the Masses, Vol. 2, Year 2, No. 4, Sep. 1975. p. IIO.
- I42. Report of the N.C.E.S.R.T.'s third session, *op.cit.*, pp. 77-82.
- I43. see Act IIO of 1944 and Act 67 of 1970 as well as the reports of the N.C.E.S.R.T. in the first, second and third sessions. *op.cit.*
- I44. Act 67 of 1970, *ibid.* article 4.
- I45. *ibid.* article 2.
- I46. see SAIF and FAYEK, *op.cit.* p. IIO.
- I47. It is only in the N.C.E.S.R.T.'s report of the third session that the assumed 'Agency for Cultural Development' is suggested to undertake the required communication between 'formal' and 'non-formal' education throughout one's whole life. see Report of the N.C.E.S.R.T.'s third session, *op.cit.*, p. 8I.
- I48. see Report on the development of education during 1974/5 - 1975/6, *op. cit.* also The Five-Year Plan 1978-1982, Vol. 2. *op.cit.*
- I49. The Five-Year Plan 1978-1982, Vol. 2. *ibid*, p. I7
- I50. Minister of Education's address before the People's Assembly. *op.cit.*
- I51. *ibid.* p. 24.
- I52. The First Five-Year Plan 1959/60 - 1964/65, the Second Five-Year Plan 1965 - 1970, and the Third Plan 1970-1975. It must be admitted that the conditions of war in 1967 and 1973 have severely interrupted the implementation of the second and the third plans reducing them, in most cases, into yearly plans.
- see WAHBA, M. Cultural Policy in Egypt. Paris: UNESCO, 1972. pp. 26- 27.
- I53. *ibid.* p. 27.
- I54. Act 67 of 1970, article II.
- I55. WAHBA, M. *op.cit.* Table 5, p. 27.
- I56. MINISTRY OF CULTURE, POPULAR CULTURE ADMINISTRATION. Plan for 1976. *op.cit.*, p. II3.
- I57. SAIF and FAYEK, *op.cit.* p. 25.
- I58. EL-TAWHEEL, H. R. et. al. A project for combating illiteracy in the U.A.R., study presented to the Fourth Long-Training Session, UNESCO, 1964-1965 by the U.A.R. delegation.
- Beirut: UNESCO, Regional Centre for Training Senior Officials of Education in Arab countries. memeographed. p. 8. (Arabic text).
- I59. SAIF and Fayek, *op.cit.* pp. 244-245.

- I60. EL- FEKI, H. op.cit. pp. 244-245.
- I61. ibid.
- I62. MINISTRY OF EDUCATION, STATISTICS ADMINISTRATION.
Annual census of various educational stages in the school year 1969/1970.
Cairo: 1972.
- I63. ibid.
- I64. EL-BANNA, G. op.cit. p. 204.
- I65. ibid. pp. 233-234.
- I66. ZAIDAN, H. "Workers' university, a workers' demand for the service of unionists and intellectuals", Workers' Education (al-Thaquafa al-Ommalia) Issue No. I76, September 1975. p. I3. (Arabic text).
- I67. ibid
- I68. Act 67 of 1970, article 4.
- I69. see chapter II of this study. pp. 603 - 606.
- I70. Act 67 of 1970, article 5.
- I71. ibid. article I.
- I72. Ministerial order No. 89, April 2, 1972 for 'The formation and concerns of the Provincial Councils'. article 2.
- I73. ibid.
- I74. ibid.
- I75. Act 67 of 1970, article 5 - (g).
- I76. see above. pp. 505 - 508.
- I77. MINISTRY OF EDUCATION, ADULT EDUCATION ADMINISTRATION.
Final report of the study session on aspects of illiteracy eradication in the Mass sector. Reproduced in detail in SAIF and FAYEK, op.cit. pp. I8I-2I9.
- I78. SAIF and FAYEK, ibid. p. I94.
- I79. ibid. p. I95.
- I80. ibid. p. I86.
- I81. ibid.
- I82. A preliminary study, op.cit. pp. 26-28.
- I83. N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION.
Report by the Committee about its conception of schemes and spheres of work. Cairo: I9 June 1974. p. 2. (Arabic text).
- I84. Report of the N.C.E.S.R.T.'s third session. op.cit., pp. 76-82.
- I85. AL-AHRAM AL-IKTISADI, Development of Workers' Education op.cit., pp. 35-37.
- I86. see Annual Plans of Popular Culture 1970-1976. op.cit.
- I87. It is to be noted that planning for the sector is undertaken by Productivity and Vocational Training Department of the Ministry of Industry, Petroleum and Mineral Wealth. See Annual Plans of development by such administration for the years 1970, 197I, 1973 and 1974.

I88. The International Expert Panel on Adult Education.....,

Final Report, op.cit. p. I4.

I89. see EL-BANNA, G. op.cit. p. 336. I90. Ibid.

I91. ibid.

I92. pp. 336-337.

I93. see chapter I2 of this study. pp. 691 - 703.

I94. Final report on the study session, op.cit.

see SAIF and FAYEK, op.cit. p. 20I.

also N.C.E.S.R.T. COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION.

Preparation and training of teachers for illiteracy eradication and

adult education. Cairo: April I976. p. II.

The young village intellectuals who were resorted to, showed many defects mainly because of age, experience and training.

see N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION.

Final report on the field pilot study for illiteracy eradication in

the village of 'Tersa', Giza Governorate I975-I976. Cairo, September

I977. pp. 59-60.

(Arabic text).

I95. As is shown in the programmes provided by 'Productivity and Vocational Training Department'. see Raising skill level, op.cit. pp. 6-76.

also Plan of training programmes January-December I974. op.cit. pp. 57-60.

I96. Presidential decree No. 3II of I97I, op.cit., article 2.

I97. SAIF and FAYEK, op.cit., p. IO7.

I98. see N.C.E.S.R.T.'s report of the first session, op.cit., Appendix 2.

I99. see ARAB SOCIALIST UNION, CENTRAL COMMITTEE, SECRETARY FOR SOCIAL DEVELOPMENT AND SERVICES. Report raised to the Secretary for Social Development and Services on the activities of illiteracy eradication.

Memeographed document. Cairo: February, I976. pp. I-6.

200. ibid., pp. 3-6.

20I. SAIF and FAYEK, op.cit., p. 82.

202. Figures for I966 and I976 are taken from C.A.P.M.S. The preliminary results November I976. op.cit., abstracted from Table I9, p. 48, Table I6, p. 45, and Table 2, p. 28.

Figures for I937, I947 and I960 are taken from KILADA, S. "Illiteracy eradication: a socialist cause", Al-Tale'ah (monthly Egyptian magazine), No. II, November I965. p. 43.

203. Based on above figures. It is to be noted that the figure of population IO+ in I976 is slightly less than the recorded figure which is concerned with the total population I2 years+.

204. FAURE, E. Learning to be: the world of education today and tomorrow, op.cit. p. 50.

205. ibid.

206. ibid. p. 52.

207. Figures for 1976 from C.A.P.M.S. Preliminary results op.cit. p.13.
Figures for 1947 from SAIF and FAYEK, op.cit. p. 33.
208. All the figures for the years from 1907 to 1947 from SAIF and FAYEK, ibid. p. 34. It has to be noted that due to the inavailability of comparable statistics at the national level for illiterates in 1960 and 1976, they are taken from C.A.P.M.S. Preliminary results....., op.cit. although they are for population 10 years+ (see p. 13 and Table 8, p. 30).
209. Figures for 1907-1947 are taken from SAIF and FAYEK, op.cit., Table 7, p. 34. Figures for 1960 and 1976 are abstracted from C.A.P.M.S., Preliminary results, ibid. p. 13.
210. UNITED NATIONS, Statistical Year Book, 1965. Table 5, p. 50.
211. Abstracted from NOAH, A. A. Research on the problem of illiteracy. Cairo: October 1971. pp. 45-46.
212. Based on NOAH's figures, ibid.
213. SAIF and FAYEK, op.cit. p. 36.
214. ibid. p. 48.
215. ibid. Table II, p. 48.
216. RADWAN, M. M. op.cit. pp. 8-9.
217. ibid. p. 8.
218. SAIF and FAYEK, op.cit. Table I4, p. 53.
219. ibid. Table I5 p. 54.
220. Act 67 of 1970, op.cit. article I.
221. SAIF and FAYEK, op.cit., Table I2, p. 50.
222. Based on above figures.
223. ibid.
224. A.S.U. Report raised to the Secretary, op.cit.
225. ibid. p. 6.
226. SAIF and FAYEK, op.cit. p. 132.
227. N.C.E.S.R.T. Report on the trends as regards the categories, op.cit., p. 20.
228. RADWAN, M. M. op.cit. p. 18.
229. vide supra. p. 109.
230. SAIF and FAYEK, op.cit., p. 154.
231. GOVERNORATE OF MONOUFIA, GOVERNORATE ADULT EDUCATION AND ILLITERACY ERADICATION COUNCIL. Comprehensive report on illiteracy eradication and adult education in the governorate.
mimeographed. 11 December 1975. p. I. (Arabic text).
232. ibid. p. 2.
233. ibid. p. 3
234. ibid.
235. ibid.
236. SAIF and FAYEK, op.cit. p. 153.

237. *ibid.*
238. N.C.E.S.R.T. Report on the trends as regards, op.cit. p. 7.
239. *ibid.*
240. LOWE, J. 'Introduction', in J. Lowe (ed.) Adult education and nation building. Edinburgh: Edinburgh University Press, 1970. p. 2.
- Lowe states:
- "The truth is that it is too soon to initiate detailed comparative analyses since little hard information is available about individual countries. Moreover, statistics about adult education are almost universally unreliable for several reasons. First, agencies producing facts and figures interpret its scope in a variety of ways; for some it refers to any educational activity that adults engage in whereas for others it means exclusively literacy programmes or remedial instruction or formal education. Secondly, methods of collecting data tend to be conspicuously unscientific and there is evidence that some institutions are addicted to padding enrolment figures. Thirdly, there is in general an awesome gap between aspiration and reality, between what policy-makers like to pretend or honestly believe is happening and what is in fact taking place in the field."
241. Abstracted from figures in EL-BANNA, G. op.cit., pages 221, 222, 242, and 244.
242. *ibid.* pp. 253-255.
243. ARAB SOCIALIST UNION, WORKERS' EDUCATION ASSOCIATION. Annual plans of the association 1973 and 1975. Figures of 1973, from Annual Plan, 1973, Figures for 1974 and 1975 are taken from Annual Plan of 1975, p. 8 and 16.
244. Development of Workers' Education, op.cit., p. 7.
245. *ibid.*
246. *ibid.* p.8.
247. EL-BANNA, G. op.cit.
248. *ibid.* p. 236.
249. *ibid.*
250. Development of Workers' Education, op.cit., p. 28.
251. *ibid.*
252. EL-BANNA, G. op.cit., p. 336.
253. Development of Workers' Education, op.cit., p. 46.
254. *ibid.*, p. 47.
255. Report on the policy of education, op.cit.
256. *ibid.*, p. 23.
257. *ibid.*, p. 24.
258. LABIB, R. et al. op.cit., p. 290.
259. see argument of chapter 4. pp. 156 - 163.
260. Report of the N.C.E.S.R.T.'s second session. op.cit., p. 79.
261. Raising the skill level, op.cit., p. 3
262. The October Working Paper, op.cit., p. 64.

263. MINISTRY OF INDUSTRY, PETROLEUM, AND MINERAL WEALTH, PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Annual report for 1973.
Cairo: 1975. p. 13. (Arabic text)
264. *ibid.* Annual report for 1974. *op.cit.*, Introduction, p. (g).
265. CONFERENCE ON TRAINING FOR APPRENTICESHIP (Cairo, March 1976).
Address given by the Under-Secretary of the Ministry of Industry, and Chairman of the conference. mimeographed. p. 4. (Arabic text)
266. PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT, Annual report for 1970. Cairo: 1971. p. 132. (Arabic text)
267. PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT. Annual report for 1971. Cairo: 1972. p. 214. (Arabic text)
268. PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT, Annual report for 1973, *op.cit.*, p. 13.
269. PRODUCTIVITY AND VOCATIONAL TRAINING DEPARTMENT, Annual report for 1974. *op.cit.*, p. (g). (Arabic text). 270. *ibid.*
271. ARAB REPUBLIC OF EGYPT, MINISTRY OF PLANNING.
The Five-Year Plan 1978-1982, Vol. I (General strategy for economic and social development). Cairo: August 1977. p. 73. (Arabic text)
272. YOUNG, W. L. "Human resources and economic development: manpower, education and the 'Lewis Model' in Egypt", Genève- Afrique, Vol. XIV, No. I, 1975.
273. *ibid.* p. 102.
274. N.C.E.S.R.T., Preliminary study, *op.cit.*
275. *ibid.*, p. (j).
276. *ibid.*
277. *ibid.*
- see also Plan of training programmes January-Dec. 1974, *op.cit.*, pp. 57-61.
278. MINISTRY OF SOCIAL AFFAIRS, ADMINISTRATION FOR VOCATIONAL FORMATION.
Annual report of the administration for 1975. mimeographed . p. I
(Arabic text).
279. *ibid.* pp. I-2.
280. MINISTRY OF EDUCATION, STATISTICS ADMINISTRATION.
Comparative statistics for education from 1951/1952 to 1956/1957.
Cairo: 1958. p. 129 (Arabic text).
281. N.C.E.S.R.T. Preliminary study about the Popular University,
op.cit., p. 5.
282. *ibid.* pp. 4-5.
283. EBAID, A. H. 'Adult education along the ages', *op.cit.*, pp. 145-146.
284. *see* EBAID, A. H. *ibid.*, pp. 142-146.
285. *see* N.C.E.S.R.T., Preliminary study, *op.cit.*, p. 10.
286. *ibid.*, p. II.
287. EBAID, A. H. 'Adult education along the ages', *op.cit.*
288. *ibid.* p. 146.

289. N.C.E.S.R.T., Preliminary study, op.cit., p. 12.
290. MINISTRY OF CULTURE, The Popular University, op.cit.
291. N.C.E.S.R.T., Preliminary study, op.cit., p. 12.
292. MINISTRY OF CULTURE, The Popular University, op.cit., p. 6.
293. Preliminary study, op.cit., p. 13.
294. MINISTRY OF CULTURE, The popular University, op.cit., p. 5.
295. Preliminary study, op.cit., p. 16.
296. *ibid.*
297. *ibid.*
298. *ibid.*, p. 17.
299. *ibid.*, p. 18.
300. EBAID, A. H. 'Adult education along the ages', op.cit., p. 146.
This has also been criticized by EL-BANNA, G.(op.cit., p. 337)
who affirmed the country's need for sound study courses in evening
classes and in popular universities as well as in the palaces of
culture. Songs, folklore and dancing which are currently concentrated
upon by palaces of culture do not fit with Egypt's present stage
of socio-economic development. Underdeveloped countries do not make
up for their long underdevelopment, says El-Banna, by such means,
but by firm and sound culture.
301. MINISTRY OF CULTURE, POPULAR CULTURE ADMINISTRATION.
Plan for 1974. op.cit. p. 49 It is stated that after the success
of the 'Cultural Service classes' (Fosoul al-khadamat al-thaqafia)
in some governorates, the administration will attempt to spread them
on a large scale in other governorates.
It has to be noted that the same trend was included as well in
'Plan for 1975', op.cit., pp. 5-6.
302. MINISTRY OF CULTURE, POPULAR CULTURE ADMINISTRATION.
Directory to Palaces and Houses of Culture- April, 1, 1975. (Arabic text).
303. POPULAR CULTURE ADMINISTRATION, Plan for 1975, op.cit. pp. 16-17.
304. *ibid.*
305. Higher education: its problems and principles of planning, op.cit.
Appendix I.
306. Report on the policy of education, op.cit., pp. 7-8.
307. *ibid.*
308. *ibid.* p. 48.
309. see vide supra. pp. 480- 481.
310. NATIONAL CENTRE FOR EDUCATIONAL RESEARCH. Report on the development
of education during 1974/1975 - 1975/1976., op.cit., p. 37

3I1. EL-BANNA, G. op.cit.

3I2. ibid. p. 339.

3I3. ibid. p. 340.

3I4. YOUSSEF, A. E. 'Universities and adult education challenges in the Arab world', paper presented to the International Expert Panel for Adult Education, op.cit., Working Paper No. I7.

(Arabic text).

3I5. ibid. p. 4.

3I6. The Final report of the International Expert Panel....., op.cit. pp. 30-31.

PART FIVE

THE SOLUTION AND ITS WORKABILITY UNDER SPECIFIC INITIAL CONDITIONS

The solution to a problem dealt with in accordance with the 'Problem approach' has to be goal-directed. It puts before the eyes of the policy-makers concerned one scheme to reflect upon and adopt, or adjust in line with certain considerations.

Furthermore, having formulated the scheme or 'the solution', a researcher has to examine its 'workability' against specific initial conditions under which it will work. He takes into account the probable difficulties associated with the adoption of whatever policies he has reached. He has to predict, as well, the difficulties that are likely to be involved in the implementation of his solution.

Part five of this study is designed to lead the argument to a final stop. It is concerned with 'The solution and its workability in specific initial conditions'. The scheme that is likely to drive the penetration of the Egyptian adult masses by adult education service, at a quicker rate, is displayed in chapter ten. Chapters eleven and twelve examine the solution's workability in Egypt's initial conditions whether at present or in the predictable future taking into account the possible effect of certain institutional, normative and environmental difficulties.

Chapter Ten

The Solution

Chapter 9 showed in detail how the policy drawn for adult education in Egypt since 1952 has failed to provide an effective adult education service. Such failure accounts for the gap (elaborated in chapters 2,3 and 4) between the changing proposals for modernity, met by an un-changed adult population in terms of internalised attitudes and inadequate skills. Whether in adult illiteracy eradication, adult vocational training, popular culture, or otherwise, adult education could only reach a small fraction since 1952.

Bringing adult education service to consistency with the aspired for modernity proposals requires, in the first place, a new adult education policy. The features of such a policy has something to do with the nature of the defects that have characterized the old one throughout the last quarter of century. It maintained adult education's marginality within the national system of education and encouraged the fragmentation of the efforts undertaken by adult education providing agencies.

The adult education policy that the present study suggests for Egypt, benefits from the argument raised by the model of England. The change which England embarked upon immediately after World War II amidst ambitious proposals for reconstruction and the establishment of the British version of the 'Welfare State' was accompanied by new adult education policy trends (elaborated in chapter 8) amidst an over-all reformulation of the educational policy by the 1944 Act. These new trends were directed toward more effective penetration of the adult population than was the case in the inter-war period and is dominated by two major ones:

Firstly, integration of adult education within the national system of education. Adult education was recognized by the 1944 Act as one component of the comprehensive structure as other components. Progression of educational stages within the system was such as to facilitate the move from primary to secondary and from this latter to 'Higher Education' or 'Further Education'. Further education was envisaged to comprise most part-time^{and full-time} education above school leaving age. However, part-time education until the age of 18 was seen to come by through the establishment of 'County Colleges'. Apart from such full-time and part-time education for persons over compulsory school age, Further Education includes 'leisure-time occupation, in such organized cultural training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose' (I) This last category signifies 'adult education' or as is termed 'Other Further Education'. (2)

Integration of adult education within the overall system of education has shown itself in a change in the State's role in the provision of adult education. In place of former confinement to guidance together with some reluctant participation with adult education providers, State is committed, by the 1944 Act, to provide adequate adult education service in a similar way to its commitment to provide primary or secondary education. Leadership in executive matters has been made the major task of the L.E.A.'s under the supervision of the Minister of Education (Secretary of State for Education and Science)

who has to be satisfied, before deciding the financial grant to L.E.A.'s (or to responsible bodies) that a minimum coordination and consultation with other partners has taken place. Together with the change in State role, the integration policy has introduced change in the adult education service as a mission of the L.E.A.'s. Rather than a right, it has become their 'duty' to provide comprehensive adult education service comparable to their duty towards the provision of primary, secondary or further education.

Secondly, consolidation of the partnership between the major adult education providers what came to be termed the 'fourfold partnership' between the Ministry of Education (Department of Education and Science), L.E.A.'s, universities and the W.E.A. within a clearly defined set of relations regulating co-operation in matters of finance, teaching service and consultation.

However, when the 'integration-partnership' policy for adult education as implemented in post-1944 England is judged against the set goals, its outcomes have not always been in accordance with aims. In one form or another, marginality of adult education has persisted. The country's financial crises of the 1950's and 1960's were first to affect the grants by D.E.S. to L.E.A.'s and other adult education providers. In some administrative aspects, inferiority of adult education within 'Further Education' continued until 1968 when segregation between inspection on 'Further' and 'Other Further Education' has been eliminated. Still there are fears in the 1970's that H.M. Inspectors will, through a unified system

of inspection devote more attention to the former.

Competition between universities and the W.E.A. is still to be found in some regions. Also, the L.E.A.'s vary greatly in their enthusiasm for the provision of the 'comprehensive adult education service' required by the 1944 Act. In matters of partnership with other providers, their response is largely determined by personal contact.

Whatever might be the defects in implementation, they should not conceal the fact that the outcome of such a policy is, on the whole, encouraging. The picture of penetrating the adult masses is seen in the 1970's to be satisfactory one notwithstanding the need expressed by the Russell Committee to have the present numbers of adult education clientele doubled within five, seven or ten years.

Looking at the above policy with its two wings from a theoretical perspective makes it rather as a coin with two sides. On the one hand, the integration of adult education within the framework of the national system of education represents what we may call 'external integration' in that it deals mainly with adult education as one small entity related with a much bigger entity namely the whole framework of national education. Integration in that sense is of value in so far as four possible outcomes are concerned:

I. Lessening or ending the marginality that characterizes adult education sector as a poor neglected relation of the system , a common defect that Coombs (1970) found among many developing systems. (3)

2. Arousing public interest in adult education for, so long as it remains an alienated sector with little or no connection with the overall educational system, it is possible that it will be outside the realm of public attention which will be confined to the formal type of education. In such a case, adult education will be regarded as some sort of 'luxury' and may, hence, be attended to as a second priority.

3. Integration of adult education within the framework of the national system of education pulls the State's leg to commitment to its adequate provision throughout the country. In such a case it will not be left entirely to vountary agencies as was the case in almost all the 19th century England.

4. Integration of adult education within the national system of education imposes on local authorities to provide it more effectively. If local authorities are admitted to be more adequate than other adult education providers in terms of sensitivity to the educational requirements of their areas and responding to them in a flexible way, adult education gains much from integration. It will be provided as one service comparable to primary or secondary education.

Between the complete alienation of adult education from the system of education, and the complete organic integration it is possible to find countless types of organization.

The Tokyo Conference (1972) recognized four major approaches of the relationship between adult education and the general education service:

I. That adult education be regarded as a quite distinct service.

2. That distinction is made between formal adult education incorporated in the general service, and out-of-school education administered separately.

3. That a comprehensive adult education service is integrated within the general service in form only, but in finance and administration it is separate.

4. The effective integration of ^{comprehensive} adult education service with the general service. (4)

To the writer's way of thinking, Egypt that has so far adhered to the first approach, has to work for the fourth.

On the other hand, 'Partnership' among the adult education providing agencies is the other side of the coin, what we call 'internal integration'. It is 'internal' as it is geared to integration within the adult education entity. When applied, 'internal integration' is likely to create a more favourable atmosphere for the effective penetration of the adult masses. Its value is of three types:

(i) Co-ordinative, in that it creates favourable conditions for the avoidance of duplication that stems from each adult education provider adopting the line it sees fitting for its own purposes with no regard to schemes undertaken by other partners. From the egalitarian point of view, co-ordination may help to cover the whole country by adult education service through the avoidance of sharp inadequacies in one area and abundance in some others.

(ii) Co-operative, in that partnership creates an atmosphere in which all partners may benefit by the potentialities available to others. The central authority, on her part,

may co-operate by solving difficulties of finance, meanwhile local authorities may put school buildings in their area together with equipment, aids and other facilities in the service of other partners.

(iii) Consultative, in that exchange of views through joint committees, conferences, meetings, ... etc. enriches the experience of every partner. While it may help one partner to avoid falling into the same fault in which another partner has fallen before, it spreads the spirit of one team before the rising difficulties of common nature.

However, if we take the partial success by which the 'integration-partnership' policy for adult education in England was met as sufficient justification to recommend the reformulation of adult education policy in Egypt accordingly, the solution raised may easily be refuted. To Coombs (1970)⁽⁵⁾ it is even hazardous to draw solutions for problems of non-formal education from advanced countries to less advanced or 'developing' ones. His argument is that:

"Being at a very different stage and without the same broad base of popular education and literacy to build on, they face quite another set of urgent needs. Thus, their strategies for non-formal education must be very different. When this has not been adequately taken into account, the well-intentioned efforts by 'adult education specialists' from industrialized nations to apply their own doctrines and methods to developing countries have sometimes proved useless or worse." (6)

Coombs, thus, sees fruitful cultural-borrowing in matters of adult education possible only in so far as researchers take adequately into their account the differences in strategy imposed by varied socio-economic conditions. Holmes (1965)⁽⁷⁾ generally agrees with Coombs' view but has gone further by

elaborating the way by which cultural borrowing may avoid such slips as mentioned by Coombs, and indeed, ^{by} many comparative educationists in the 20th century. To Holmes, the recommended solution to any educational problem should be investigated against the specific 'initial conditions' under which it is to work.⁽⁸⁾ While applying Holmes' approach in investigating the workability of the recommended 'integration-partnership' policy for adult education in Egypt, four major features are taken into account:

(a) Prediction, in that the drawn policy should have the power to predict the future and various conditions under which it will work. Consideration is to be taken of predictable changes in conditions and potentialities whether in the environmental or institutional patterns.

(b) Comprehensiveness, in the sense that the policy has to consider all involved aspects including material, human and social conditions. The implementation of any new policy is affected by all of these.

(c) Actuality, in that estimates made have to accord with the actual and practical resources. It tends to achieve the aims amidst given initial conditions of the Egyptian society, not the ideal ones or the ones that may be available to another society at a different stage of development.

(d) Elasticity, in that a certain amount of change should be taken account of while the policy is drawn in the way that allows quick and practical encounter to unpredictable conditions.

The solution is dealt with at two levels:

i. Policy adoption

ii. Policy implementation

I. Policy Adoption

In so far as the adoption of an 'integration-partnership policy' for adult education in Egypt is concerned, the following three requirements are essential:

(1) Reaching a comprehensive clear-cut definition for 'adult education'

Clearing the present terminological muddle in the field of adult education is a basic step for the adoption of the new policy. The State has to give a comprehensive clear-cut definition of what it sees as 'adult education'. Confinement of the concept, as is the case with the 1970 Act, to mere illiteracy eradication will not fit with Egypt's ambitious aspirations for a 'modern adult base' capable of the realization of modernity proposals. Egypt has already got other types of adult education, but so far, these have not been included in the concept given. Nor is it wise for Egypt to disregard the world trends as expressed in the 'Second World Conference on Adult Education' (Montreal, 1960) and the 'Third International Conference on Adult Education' (Tokyo, 1972) in this respect.

One essential step is, therefore, to form a committee of some prominent adult educationists to crystallize such a comprehensive concept in accordance with Egyptian conditions. The basis on which to build its work may be the definition adopted by the Tokyo Conference which takes 'adult education' as:

"a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are especially designed for adults) undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding or skill, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems." (9)

Only when the State reaches a comprehensive clear-cut definition for adult education that it is possible to create a common basis for the exchange of ideas among various adult education providers. It facilitates the process of giving 'adult education' an identity within the whole system of national education. The blurred picture of co-operation between various partners can be substituted by a more clearly defined one within which all are brought under one roof with a stated place on the map of adult education service.

(ii) Planning new organization for the national education system

Current legislations for Egyptian education do not fit with the adoption of the recommended adult education policy. A comprehensive legislation that deals with all educational stages and forms as units of one harmonious whole, is necessary. It is possible to think of the over-all picture as follows:

1. Primary stage remains as it is at present, a compulsory 6-year-stage for ages 6-12.
2. Preparatory stage, which is promised to be included as a compulsory stage within few years⁽¹⁰⁾ is a three-year-stage for ages 12-14 following the successful completion of primary education. Study in such a stage is unified and general.
3. Secondary, which is suggested to be mainly of three major types:

- i. General secondary schools, 3 years full-time study.
 - ii. Technical and Teacher Training, 5 years full-time.
 - iii. 'Environmental Secondary Schools' which we suggest to be 3 year part-time schools for those who join work at an earlier stage of their life as well ^{as} those with hardly any abilities for academic studies provided at general and technical types of secondary schools. Environmental schools will encompass as well all children who have not gained access to primary and/or preparatory education ^{to} together with drop-outs. Curricula in such schools have to be varied to meet the varied categories included. But, as a general rule, the study in such schools has to be vocationally biased concentrating on 'practice' rather than 'theory'. A policy has to be made that, within 10-15 years such 'Environmental Schools' together with the traditional types of secondary education have to be announced the minimum educational standard that an Egyptian individual should reach.
4. Higher Education at universities and Higher Education institutes. It remains without change full-time 4-6 years education geared to satisfy the country's needs of specialists in various professions. It should be strictly closed before students who have not got the required mental abilities (judged at present by the grades they have obtained in general and technical Secondary Certificate). Such strictness has ^{be} to/insisted upon against expected pressures on the part of middle and upper-middle classes who will be reluctant to suffice by other available types.

5. 'Adult Education' provided for all willing adults 18 years and over in four major types of institutions:

- i. Adult Illiteracy Eradication schools are designed as nets for catching all those who have not been given access to primary education due to the absorptive capacity of primary education, together with those who have dropped out^{at} an early stage of their schooling before mastering the communicative skills of reading and writing.
- ii. Adult Vocational Training Centres are to be established all over the country and in great numbers whether in capitals, cities and small towns. These are to be given every support as major sources for getting semi-skilled and skilled workers for various industrialization schemes. These centres have to direct their attention especially to the unskilled workers as well as the unemployed and underemployed thousands (dealt with in chapter 4) both in rural and urban provinces. Upgrading whatever skills the adult may have will be the motto of such centres.
- iii. Popular Culture Centres the mission of which has to be turned gradually to the ones of the old 'Popular Culture University' until 1958. Through systematic classes of education such centres will look after adult continuation education, adult education for community service and for self-fulfilment. There will be no harm if some of their clientele will be provided with vocational training if they wish to.
- iv. W.E.A. the mission of which has to be clearly defined

in accordance with the above organization. Beside trade union education, civic and community enlightenment among the broad base of workers, the W.E.A. has to devote the greatest part of its potentialities to the eradication of illiteracy among the millions of workers to whom mention has been made previously. (see chapter 4)

(III) Elimination of overlap between agencies involved in the
Formulation and adoption of national policies for Adult Education

With Act 67 of 1970, the task of drawing national policies for 'Adult education and illiteracy eradication' has been made the responsibility of the 'Supreme Council for Adult Education and Illiteracy Eradication'.^(II) However, the Ministry of Education has continued in the national plan it had made for illiteracy eradication (1972-1982) with the approval of the Supreme Council which is, in the meantime, presided by the Minister of Education. Both the Supreme Council and the Ministry of Education have, as already elaborated in chapter 9^(I2), confined themselves to illiteracy eradication as though it was the only available type of adult education in Egypt.

With the Presidential Decree 615 of 1974, the National Council for Education, Scientific Research and Technology (N.C.E.S.R.T.) was born with the responsibility of assisting President in drawing settled and long-termed policies and plans and suggesting the studies and necessary operations needed for developing national aptitudes in the above mentioned

fields ... , (I3) It is formed of five Committees (Shoab) one of which is for 'Illiteracy Eradication and Adult Education'. As both the Supreme Council for Adult Education and Illiteracy Eradication, and the N.C.E.S.R.T. are ^{with} concerned/policy-making at the national level with clear interest in 'adult education', overlap between the two has been inevitable.

Adoption of a new 'adult education' policy requires the elimination of such overlap in the following way:

1. That in the new 'comprehensive legislation for education' of these one only/ may be specified as responsible for the national adult education policy. Accordingly, the place of other agencies and their relationships with it have to be defined clearly.
2. The agency that undertakes the formulation of a national adult education policy has to be committed to the comprehensive concept of adult education to be agreed upon by a certain committee of prominent adult educationists, as already mentioned.
3. The experience of the 1970's shows that neither of the two is likely to undertake drawing a national policy for adult education. The 'Supreme Council for Adult Education and Illiteracy Eradication', apart from confinement to the narrow circle of illiteracy eradication, has failed until present to crystallize a national policy or induce all partners involved to respond adequately. (I4) The N.C.E.S.R.T. with its responsibility covering great many realms associated with education, scientific research and technology, tried to avoid undertaking the drawing of

a comprehensive policy for adult education as is clear in the report of its first session (June-September 1974).⁽¹⁵⁾

In the second and third sessions it attempted a comprehensive plan yet it came out to be brief and more of a set of suggestions than of a carefully worked out plan.⁽¹⁶⁾

It is for this, that the present study is in favour of the suggestion to attach such a responsibility to a new agency, the 'National Council for Adult Education'.

The 'National Council for Adult Education' will be the highest agency for planning that sector. It will be formed under the chairmanship of one prominent educationist and includes among its members the following:

- i. Representative of the Supreme Council for Illiteracy Eradication.
- ii. Representative of the Supreme Council for 'Adult Vocational Training'.
- iii. Representative of the Supreme Council for Popular Culture.
- iv. Representative of the Supreme Council for Workers' Education.
- v. Representative of each of the Provincial Councils for Adult Education.
- vi. Representatives of universities, the National Assembly, political parties in addition to five more members representing other ministries, associations concerned with the planning for adult education at the national level.

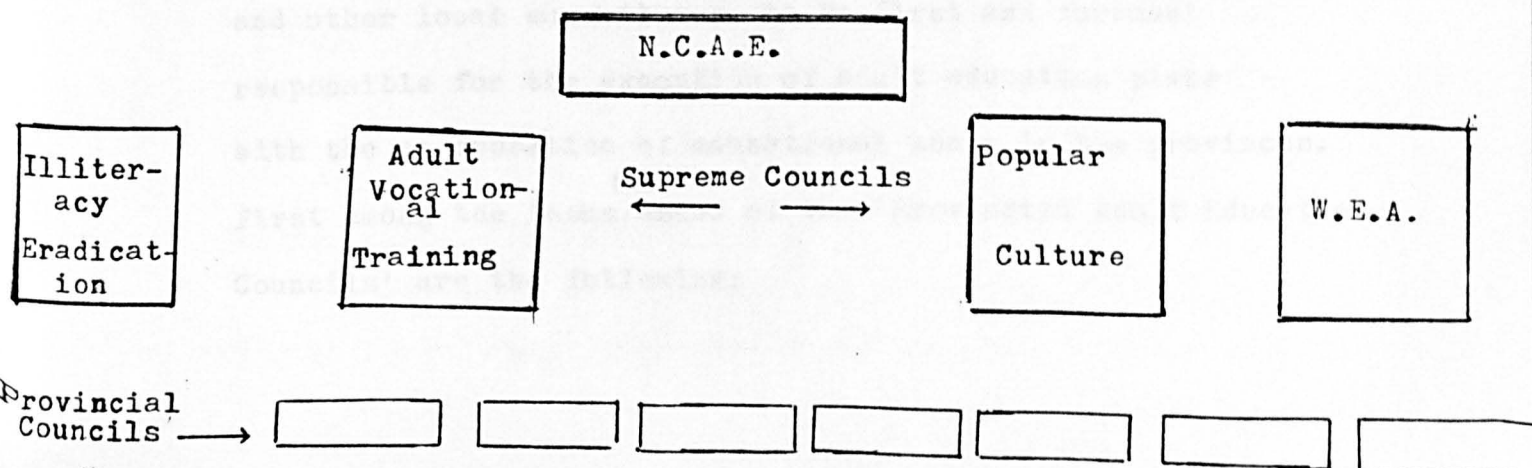
Involved in drawing the national plans for adult education will be four 'supreme councils' covering the four major types

of adult education namely, illiteracy eradication, adult vocational training, popular culture and workers' education. Each council of these is formed of 20-25 members including adult educationists interested in that specific type, together with some university professors most of whom must be from Faculties of Education and two or three prominent figures working in the field. These supreme councils will be responsible for the planning and promotion of the specific type of adult education they are engaged in. They are supposed to make studies (possibly calling the help of other agencies) and suggest solutions to field problems. Such studies and plans are to be discussed by the National Council for Adult Education (N.C.A.E.) and in the light of these, national policies are to be made or adapted. The four 'Supreme Councils' have a consultative role as well. They are represented by one member from each in the 'Provincial Councils for Adult Education' together with their representation in the 'National Adult Education Council' as already mentioned.

The official structure for adult education planning is recommended to be as in Figure 10.1

Figure 10.1

Suggested official structure of adult education planning



II. Policy Implementation

Provincial Adult Education Councils

In the light of the new local administration trends, to be applied from January 1979, each province has got its independence in the implementation of various policies drawn at the national level. Besides, the experience of the last quarter of a century has shown the ineffectiveness in the implementation of policies that are planned and executed centrally. The special nature of adult education provision requires that the implementation of the suggested adult education policy be largely made the responsibility of local authorities.

According to Ministerial Order no. 89 of 1972, provincial councils for 'Adult Education and Illiteracy Eradication' have been formed. Their tasks were defined as planning for their provinces in the light of the directions and plans of the 'Supreme Council for Adult Education and Illiteracy Eradication', as well as the execution of the plans.^(I8)

In the meantime, the Ministry of Education was given the executive responsibilities specified for them by the 1970 Act.^(I9) Hence, rose the diffusion and, sometimes, conflict between both. To the present study, the provincial and other local councils are to be first and foremost responsible for the execution of adult education plans with the co-operation of educational zones in the provinces. First among the tasks^{to be} asked of the 'Provincial Adult Education Councils' are the following:

- i. Supervision over various adult education providers within the province with the aid of inspectors from educational zones.
- ii. Preparing the annual plan for the comprehensive adult education activity according to which financial allocations for the whole year are to be decided by the N.C.A.E.
- iii. Receiving and distributing the annual financial allocations as well as donations for the purpose of adult education over the 'Town Adult Education Councils'.
- iv. Holding conferences, seminars and meetings at the provincial level for the discussion of matters of common concern.

Town Adult Education Councils

'Town Adult Education Councils' will have specific responsibilities delegated to them by the 'Provincial Adult Education Councils' as follows:

- i. Undertaking to open and supervise adult education classes within the town (or city) with the help of educational zones and their officials.
- ii. Supervision over the adult education classes in the villages administratively affiliated to the town.
- iii. Receiving the annual financial allocations and distributing them over the 'Village Adult Education Councils'.
- iv. Preparing an annual plan to be submitted to Provincial Adult Education Councils by the end of each year, including their projects for the year to come.

Village Adult Education Councils

Ineffectiveness of adult education provision in Egypt since 1952 is largely attributed to the neglect of the basic unit,

the village. Hence, the implementation of the new adult education policy as designed by the present study calls for a revolutionary change to be undertaken in the five thousand villages and hamlets which encompass the least enlightened of the Egyptian adult population.

In big villages (to be defined by adult education Provincial Councils) adult education councils are to be formed for the satisfaction of the adult education service at the village level. A council of these has to be formed of 8-10 of the cultured and enthusiastic party members who live in the village. In the case of villages, incentives must be admitted as essential for the attraction of able members.

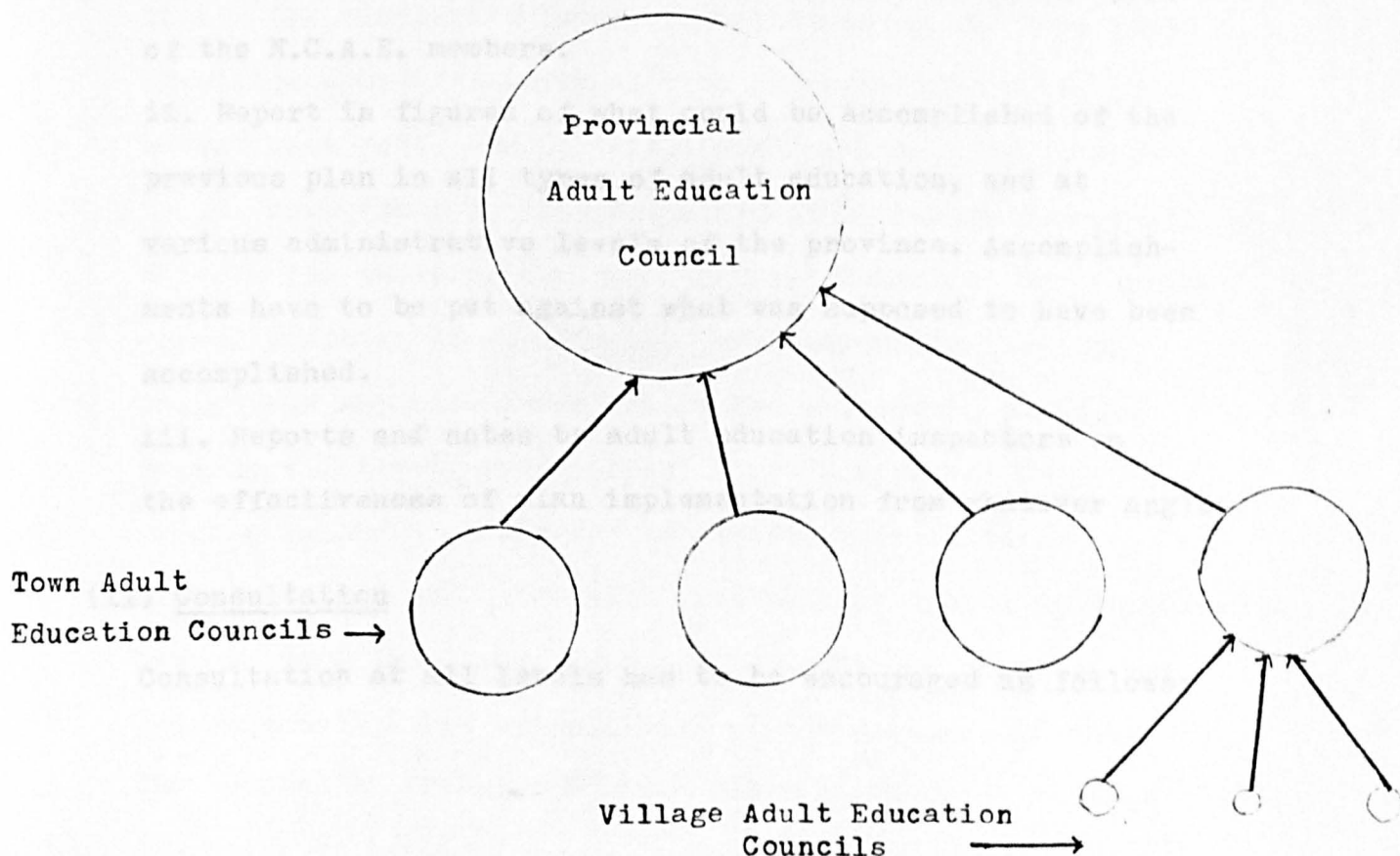
The major task on which the success of the 'Village Adult Education Council' is judged is by its ability to persuade as many numbers of adults of the village as possible to join the adult education classes. Through personal contact they can feel the types of adult education with more appeal to the village adults, and recommend them to the 'Town Adult Education Council' to which their village is affiliated.

'Village Adult Education Councils' submit an annual plan by the end of each year indicating its projects for the year to come, to the 'Town Adult Education Council'. By its turn, the latter, which is preferably represented on each 'Village Adult Education Council' discusses these plans in the presence of one representative of each village council. From the whole annual plans submitted by the various 'Village Adult Education Councils' within the boundaries of the town, is made one annual comprehensive plan to be submitted to

the 'Provincial Adult Education Council' which, in its turn, discusses it in the presence of one or more members of the 'Town Adult Education Council'. Provincial annual plans are submitted to the N.C.A.E. which discusses each plan in the presence of the constituent member of each province. In this way, the basic units (Village Adult Education Councils) are linked with larger units who, by their turn are linked with 'Provincial Adult Education Councils' until we reach the highest authority for adult education planning, i.e. the N.C.A.E. The following figure indicates the suggested official organization down from the 'Provincial' to the 'Village' level.

Figure 10.2

Suggested Official Organization down from 'Provincial Adult Education Councils'



How Partnership between Involved Bodies will be Operationalised

(i) Finance

a. It will be stated in the 'comprehensive legislation' already referred to that the State is committed to raise adequate allocations for the finance of various adult education projects in a comparable way to the finance of primary or secondary education projects.

b. However, the N.C.A.E., on behalf of the State, has to make sure that the adult education service is adequately provided throughout the whole country in accordance with carefully worked out plans that all partners have shared in making. Annual financial allocations are decided by the N.C.A.E. for Provincial Adult Education Councils in accordance with the following:

- i. The submitted provincial plans for the year to begin which will be subject to intensive discussions on the part of the N.C.A.E. members.
- ii. Report in figures of what could be accomplished of the previous plan in all types of adult education, and at various administrative levels of the province. Accomplishments have to be put against what was supposed to have been accomplished.
- iii. Reports and notes by adult education inspectors on the effectiveness of plan implementation from whatever angle.

(ii) Consultation

Consultation at all levels has to be encouraged as follows:

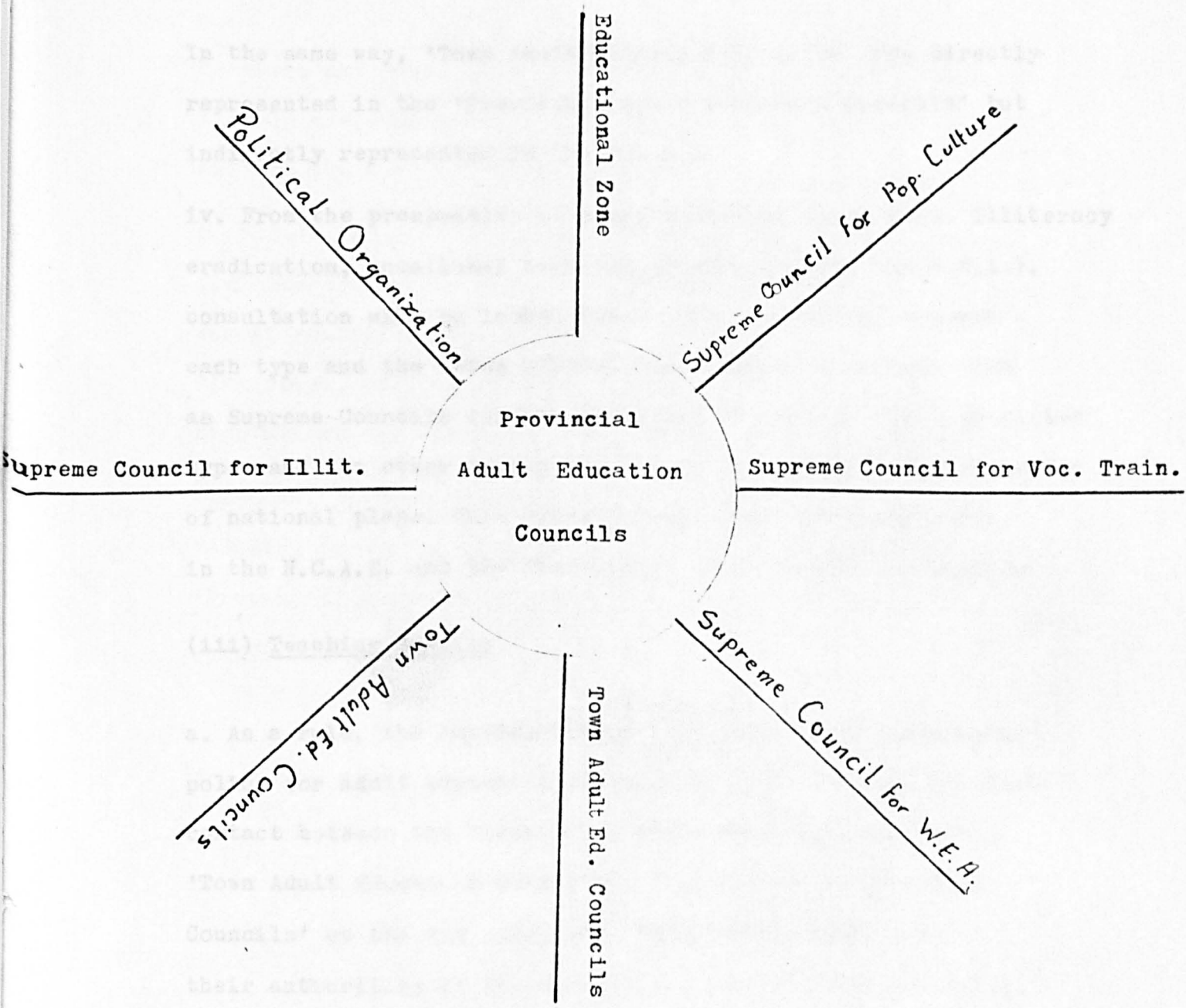
i. At the national level, care will be taken to make of the N.C.A.E. a consultative council at the highest level.

Consultation necessary to promote the specific types of adult education is allowed through the inclusion of members from the four 'Supreme Councils' for adult education already mentioned. On the other hand, consultation with the bodies involved in the implementation of national policies, i.e. the 'Provincial Adult Education Councils' will be made possible through the inclusion of one representative from each provincial council. Universities, so far neglected in adult education policy-making, will have a word through their representatives in the N.C.A.E. In a word, planners, academics, legislators and field-workers are all brought together in the drawing and follow-up of national adult education policies.

ii. At the provincial level, representatives of 'Town Adult Education Councils' together with representatives of educational zones and political organizations are included in the membership of 'Provincial Adult Education Councils'. Members representing the four 'Supreme Councils' will enrich consultation at the provincial level meanwhile they will ensure the adequate promotion of the province's plans as regards illiteracy eradication, adult vocational training, popular culture or workers' education. None of these types of adult education will possibly be ignored or neglected. Thus formed, the 'Provincial Adult Education Councils' will foster consultation between most of the partners involved. The suggested structure of such councils is shown in Figure 10.3.

Figure 10.3

Suggested Structure of Provincial Adult Education Councils



iii. At the Town level, representatives of the 'Village Adult Education Councils' are included as members of the 'Town Adult Education Council'. Such representatives are thus directly included in 'Town Councils' but indirectly represented in the N.C.A.E. and the 'Provincial Adult Education Councils' for their representation in these last two comes only through their affiliation to 'Town Adult Education Council'.

In the same way, 'Town Adult Education Councils' are directly represented in the 'Provincial Adult Education Councils' but indirectly represented in the N.C.A.E.

iv. From the perspective of adult education types (i.e. illiteracy eradication, vocational training, popular culture and W.E.A.), consultation will be looked after both internally, between each type and the three others; and externally between them as Supreme Councils for the promotion of certain adult education types and the other bodies involved in the planning and execution of national plans. This comes through their representation in the N.C.A.E. and the 'Provincial Adult Education Councils'.

(iii) Teaching Service

a. As a rule, the implementation of 'integration-partnership' policy for adult education necessitates the creation of close contact between the 'Provincial Adult Education Councils', 'Town Adult Education Councils', 'Village Adult Education Councils' on the one hand, and 'Educational Zones' and their authorities at the provincial, town and village level, on the other. While the leadership is to be left to the adult education councils at the three levels mentioned above, co-operation in whatever form between both sides should be strictly insisted upon. What is likely to facilitate such co-operation, is that starting from January 1979 various ministries will shrink their responsibilities to planning thus leaving all matters of execution to be dealt with by the provincial authorities themselves. The use of

teachers and other personnel within the province will be largely the concern of the provincial authorities. The same will be the case with equipment and school buildings.

b. Within province capitals and towns, the move of teachers from one type of educational insitution to another, and from formal education institutions to adult education ones, and vice versa, will be encouraged in the light of clearly defined regulations and carefully worked out systems of incentives.

c. Annual plans of adult education requirements of the teaching personnel will be jointly discussed both by the 'Provincial Adult Education Councils' and 'Educational Zones'.

Notes - Chapter Ten

1. The Education Act of 1944, Section 4I. op.cit.
2. see LOWE, J. Adult education in England and Wales, a critical survey, op.cit., p. 39.
3. COOMBS, P. H. op.cit., pp. 138-139.
4. Third International^{al} Conference on Adult Education (Tokyo, 1972)
A retrospective international survey of adult education (Montreal 1960 to Tokyo 1972). Reference Document. Paris: UNESCO, CONFEDAD/4, 1972.
pp. 33-34.
5. COOMBS, P. H. op.cit.
6. ibid., p. 142.
7. HOLMES, B. Problems in education, a comparative approach, op.cit.
8. ibid., p. 41.
9. A retrospective international, op.cit., p. 9.
It has to be noted that the definition is taken from A. A. Liveright and N. Haygood (eds.) The Exeter Papers (Boston: 1969, p. 8). Such a definition is comprehensive enough to encompass literacy and fundamental education, vocational or job training, health, consumer, physical and personal education, and, indeed, a vast variety of programmes for adults.
10. Report on the development of education during 1974/1975- 1975/1976, op.cit., p. 3.
11. Act 67 of 1970, op.cit., article 4.
12. Vide supra, chapter 9. pp. 448- 461.
13. Presidential decree No. 619 of 1974, op.cit., articles I and I2.
14. The S.C.A.E.I.E. has, since its establishment confined itself to illiteracy eradication. Adult education in its comprehensive sense is outside the realm of its concern.
15. Report of the N.C.E.S.R.T.'s first session, op.cit. pp. 27-29.
16. Report of the N.C.E.S.R.T. second session, op.cit., pp.23-29 .
also Report of the N.C.E.S.R.T.'s third session, op.cit., pp. 75-82.
17. EL-SADAT, President M. A. Address before the parliamentary committee of the Nationalist Party, 27 December, 1978., Al-Ahram, 28 December, 1978, Year 104, issue No. 33620.
18. Ministerial order No 89 of 1972 concerning the formation and concerns of provincial councils for adult education and illiteracy eradication, article 2.
19. Act 67 of 1970, op.cit. article 5.

Chapter Eleven

Workability of the Solution in Egypt's Initial Conditions

I. Policy Adoption

According to the 'Problem Approach' followed throughout the present study, it is not enough that a comparative study stops at recommending a solution that springs as an outcome of the intellectualisation of the problem and the analysis of the proposed policy solution. An essential and complementary step is to investigate, as far as possible, how the solution is likely to operate in a specific context. This 'workability' is, broadly, an elaboration of what may be put under anticipated consequences in the light of specific initial conditions under which the recommended solution will operate.

The extent to which the 'integration-partnership policy', suggested for adult education in Egypt, is likely to be adopted, is not easy to decide. So far, no researcher has ventured to probe matters of adult education policy formulation or adoption in Egypt.⁽¹⁾ As has already been mentioned ⁽²⁾, adult education in Egypt has remained one sector of education too marginal to make such studies possible or encouraging. Even if one researcher attempted to fill such a gap, he would often be faced by lack of reliable data, the inavailability of up-to-date statistics and the muddle of conceptions given to the term 'adult education' by various agencies involved, difficulties which seem to be common among a great many underdeveloped countries.⁽³⁾

The present chapter is designed to deal with two broad points. In the first place, it investigates decision-making in educational matters in Egypt at the three levels: national, regional and local. Within this basic tertiary classification,

it is possible to point out various 'public interest' and 'managerial' groups involved in the formulation and adoption of adult education policy, together with 'pressure groups' that have an influence on such a policy. As for groups that come under the 'technical' category, they are dealt with in the context of the argument of chapter 12 which deals with 'policy implementation' and its difficulties.

In the second place, the present chapter deals with the anticipated difficulties in the way of adopting the recommended adult education policy in Egypt. The elaboration of these difficulties is included within the 'arena of debate' which revolves round the present and expected response of various groups.

BODIES AND GROUPS INVOLVED IN THE FORMULATION AND ADOPTION

OF ADULT EDUCATION POLICY

I. At the National Level

(A) Public Interest

1. The Supreme Council for Adult Education and Illiteracy

Eradication

According to article 2 of Act 67 of 1970 which regulates the field until present, the responsibility of formulating national policies associated with the education of adults

falls into the hands of the 'Supreme Council for Adult Education and Illiteracy Etadication' (S.C.A.E.I.E.). The major duty of the Council as defined in article 4 of the Act is, drawing national plans for the sector which the Act takes in the narrow sense of 'adult illiteracy eradication'.⁽⁴⁾ The specific tasks that the Council has to shoulder run as follows:

- (1) Drawing plans according to time schedules specifying the duration, objectives and nature of work in each stage of the plan.
- (2) Planning for 'illiteracy eradication' in so far the numbers of illiterates, their classification, the times and duration of their study, and the means of executing the plan are concerned.
- (3) Putting priorities for the stages of the plan execution.
- (4) Specifying the requirements of the plan (human, material, technical and financial).
- (5) Co-ordinating the efforts of various ministries, agencies, organizations and associations that work in illiteracy eradication.
- (6) Laying down the principles for the selection of teachers or volunteers for illiteracy eradication centres.
- (7) Putting the principles of plans of study, curricula, programmes, .. etc. beside stating the standards to be reached by learners.
- (8) Acceptance of donations and subsidies for the purpose of illiteracy eradication.

(9) The follow-up of the general plan for illiteracy eradication at all stages.⁽⁵⁾

Later in the present chapter, comment will be made on the functions of the S.C.A.E.I.E. especially in so far as items 5, 6, 8 and 9, listed above, are concerned, and which indicate a tendency to lock the Council within the narrow circle of illiteracy eradication.⁽⁶⁾

As for structure, the Presidential decree No. 3II of 1971 states that the S.C.A.E.I.E. is to be formed of the Minister of Education as head, and the Director-General of 'Adult Education Department' of the Ministry of Education as the Secretary-General of the Council.⁽⁷⁾ Such heaviness given to the Ministry of Education in the formation of the S.C.A.E.I.E. is, however, balanced by the inclusion of 31 members representing various groups and tendencies with the exception of Faculties of Education, a point that will later be commented upon.⁽⁸⁾ Members of the Council represent the Central Committee of the A.S.U., the Education Committee of the People's Assembly, Youth Organization of the A.S.U., Ministry of Education (under-secretary for Primary Education and Teacher Training), Ministry of Higher Education, Ministry of Local Administration, Ministry of Social Affairs, Ministry of Labour, Ministry of Culture, Ministry of Treasury, Ministry of Health, Ministry of Planning, Ministry of Industry, Ministry of Oil and Mineral Wealth, Ministry of Agriculture and Agrarian Reform, Ministry of Land Reclamation, Ministry of Interior, Ministry of War, and Ministry of Youth. Besides,

the Council includes among its members representatives of Al-Azhar, Broadcast and T.V. Organization, Central Agency for Public Mobilisation and Statistics (C.A.P.M.S.), Regional U.N.E.S.C.O., Trade Unions, and Teachers' Syndicate.⁽⁹⁾

ii. Committee of Illiteracy Eradication and Adult Education
of the N.C.E.S.R.T.

The idea behind the establishment of 'Specialized National Councils' as initiated in Egypt by the 30 th March Declaration (1968) is a necessity of modernization imposed by complication of State affairs. To intensify the scientific and comprehensive outlook at the problems stemming from such complication, is the major concern of such councils.⁽¹⁰⁾ Article 164 of the Permanent Constitution (1971) further stipulates that these councils will help in 'drawing the general policy of the State in all aspects of national activity. These will be attached to Presidency of the Republic.'⁽¹¹⁾ In accordance with the Constitution, Presidential decree No. 615 of 1974 was issued stipulating the formation of these councils stating that 'they are to assist President in formulating policies and in laying down long-term national plans by way of assessing the country's own potential, and by utilizing such potential along lines leading to the realization of national objectives in all sectors of national activity.'⁽¹²⁾

In the 18 articles of the decree, the formation and functions of such councils are specified. Among these ^{Councils} is the National Council of Education, Scientific Research and Technology' (N.C.E.S.R.T.). The realm of functions attached to it encompasses the following:

(1) The study and preparation of general policies aiming at developing the country's policies in the spheres of education, scientific research and technology.

(2) The study and preparation of scientific plans related with education, research as well international exchange and co-operation.

(3) Co-ordination of diverse policies that lie within the Council's competence together with the follow-up of the implementation of various plans. (13) It is ascertained in a recent official report (1977) (14) that the N.C.E.S.R.T. undertakes long-term national planning at the national level and that it shoulders the responsibility of 'drawing the national settled and long-termed policies and plans, and suggesting the studies and necessary operations' (15)

As an advisory and technical body, the Council is the first of its kind in the modern history of Egypt. (16) It is headed by Assistant to President of the Republic; and the members are chosen by President 'from among the very elite of the country's expertise as well as leading scientists and specialists.' (17) Some of the Council members are present and former ministers, under-secretaries and prominent figures in public life, members of the People's Assembly and prominent

Arab Socialist Union (A.S.U.) members. It is strange that the Presidential decrees of forming the Council No. 1807 of 1974, 967 of 1974, 2 of 1975, 630 of 1975, 746 of 1975 and 488 of 1975 cared to represent all groups even the Police College, and the Armed Forces Training Organization, but failed to represent Faculties of Education unless through former Education professors.⁽¹⁸⁾ This was taken by Dr. Ebeid, a university staff member to embody the imbalance in such highly influential councils between the 'authorized' and the 'specialists'.⁽¹⁹⁾

To further deepen the principle of specialization, members of the N.C.E.S.R.T. have formed within themselves five committees, each of which is concerned with a specific field. One of these is the Committee for 'Illiteracy Eradication and Adult Education'. The other four are:

- i. Committee for General Education and Training.
- ii. Committee for University and Higher Education.
- iii. Committee for Scientific Research and Technology.
- iv. Committee for Education and Manpower Planning.⁽²⁰⁾

The formation of the 'Committee for Illiteracy Eradication and Adult Education' as included in the report of the second session of the N.C.E.S.R.T. (October 1974- July 1975)⁽²¹⁾ calls for two comments:

Firstly, that the Committee could only attract the least number of the Council members. The number (including the chairman and secretaries) was only 8, while it was 21 in the University and Higher Education Committee,

15 in the 'Scientific Research and Technology Committee', 13 in the 'General Education and Training Committee', and 10 in the 'Education and Manpower Planning Committee'.⁽²²⁾

Secondly, that the Committee included the Minister of Education, one former Minister of Education, Minister of Al-Azhar Affairs, head of Teachers' Syndicate, member of Education Committee of the People's Assembly, former under-secretary of Education, Director of the National Centre for Educational Research, and a former Education professor.⁽²³⁾

The above committee gets the assistance of another committee not included in the membership of the N.C.E.S.R.T. and who are prominent experts in the field of adult education representing various bodies and trends. In 1975, 14 such experts including one professor of Education at Ain Shams University were working on the comprehensive plan for illiteracy eradication.⁽²⁴⁾

iii. Illiteracy Eradication Committee of the Arab Socialist Union

The Arab Socialist Union (A.S.U.) as stated in its Statute (December 1962)⁽²⁵⁾ represents the vanguard that looks after the interests of the whole people of Egypt.⁽²⁶⁾ It is a representative of Public Interest that 'leads the people, expresses their will, directs national action and undertakes effective control of the progress of such action within the framework of the National Charter.'⁽²⁷⁾ Such a distinguished place of the A.S.U. and its organizations has been maintained by the Permanent Constitution (1971) which affirms its position

as the country's political organization based on the principle of democracy, and representing the alliance of the country's working powers, i.e., farmers, workers, intellectuals, soldiers and national capitalists. (28)

In the structure of the A.S.U. at the national level, there is the National A.S.U. Congress formed of all the members of the 'Governorate Congresses', to whom are added about 50 members of 'Special Election Supervision Committee'. In this way, membership of the National Congress is about 2000. Out of these is elected the 'Central Committee of the A.S.U.' (150 members) and which, in turn, elects the 'Higher Executive Committee of the A.S.U.' (10 members). (29)

The shift in the role undertaken by the A.S.U. and its organizations since Nasser's death (September 1970) has coincided with an attempt, consciously made by his predecessor, President Sadat, to rationalize the exaggerated attention devoted to political activity towards more active social services by the A.S.U. to the masses. In his 'Paper for the Development of the Arab Socialist Union', presented before the National Congress of the A.S.U. (1971), he declared that, besides its other political and social mission, the A.S.U. has two most important tasks: illiteracy eradication and family planning. To the Paper, the first measure to judge the efficiency of the member of the A.S.U. must be the number of illiterate individuals whom he has turned to literacy. (30)

Such a call for the development of the A.S.U. was followed by the formation of a 'General Secretary for Social Development and Services' which was attached to the 'Central Committee'. From this General Secretary sprang the 'Committee for Illiteracy Eradication'. This is formed of some members of the Central Committee as well as some education experts who are not necessarily members of the Central Committee.

The realm of responsibility attached to the 'Illiteracy Eradication Committee' as has been shown from its activities in the 1970's is fluid. It is not concerned with drawing national policies in the field simply because it is made the task of the S.C.A.E.I.E. formed in accordance with the 1970 Act already mentioned. Besides, five representatives of the Central Committee of the A.S.U are included among the latter's members.⁽³¹⁾ Hence, its role in policy is through such members. On the other hand, it has not got the executive power which is left by the Act to the Ministry of Education.⁽³²⁾ The efforts of the 'Illiteracy Eradication Committee' of the A.S.U. in the recent years have been crippled by such fluidity.⁽³³⁾

It must be noted that the A.S.U. as an organization is undergoing a transitional period after which its unsettled position of the recent years will lead to some decision to be taken concerning its fate. This is anticipated in the light of the return to the multi-party system that had been with Egypt until the outbreak of the revolution in 1952. Graded steps have been taken in the last few years. Firstly, the futility of the A.S.U. was made clear through public discussions in 1974. Then, three political organizations (manāber)

were allowed within the A.S.U. itself, one of which represented the 'right', another the 'left' and a third for the 'middle'. The masses were allowed to join any of the three 'manāber' according to the programme each presented. Members of the new People's Assembly which was opened in November 1976, were elected in accordance with the programmes of one of the 'manāber'.

However, the salient step came with the change of the 'manāber' into 'political parties'. Act 40 of 1977 was promulgated to regulate the establishment of political parties in Egypt. Article 2 of the above Act took as a political party 'every organized group based on common principles and goals, and which works through peaceful and democratic means, for the realization of specific programmes concerned with political, economic and social affairs of the State.'⁽³⁴⁾ Article 3 recognizes the mission of a political party to be the 'participation in achieving political, social and economic progress of the country on the bases of national unity and the alliance of the people's working powers, social peace, socialist democracy, and the maintenance of the gains of farmers and labourers as shown in the Constitution.'

Since then, the country has embarked on the experiment of multi-political parties that had ceased for over a quarter of century. Four such parties are found at present:

- i. The National Democratic Party (al-hizb al-Watani al-Dimokrati) formed since June 1978.
- ii. The Socialist Work Party (hizb al-Amal al-Ishtiraki) formed in December 1978.
- iii. The Independent Party (hizb al-Mostakellin) formed in 1977.

iv. The Liberal Party (hizb al-Ahrar) formed in 1977.

Each of these parties, especially the first which is headed by President of the Republic, is trying to form committees at various levels to guide the members in the realization of the goals included in its programme. But, it should be remembered that all being in their earlier infancy, the existing parties have not yet crystallized stable programmes for national action to distinguish them from the programmes of others. To the writer's way of thinking, at least five years must pass before comparable programmes in the field of education, for example, will be possible.

iv. 'Permanent Committee for Education and Scientific Research'
of the People's Assembly

The Permanent Constitution (1971) puts in the hands of the People's Assembly the authority of the enactment of various legislations, the approval of the State's general policy in various fields as demonstrated by ministers as well as the approval of the general plan for economic and social development. (35)

The People's Assembly is composed of a minimum 350 members of whom 50 per cent must come out of the farmers and workers. (36) Except of a number of nominated members which should not exceed 10 chosen by the President of the Republic, all members are chosen by secret ballot. (37)

Members of the People's Assembly form, among themselves various committees. There are two types of committees: 'permanent' (daima) and 'special' (khasa).

There are 25 'Permanent Committees' of the People's Assembly, each concerned with a particular field. Such committees are groups of members elected by the members themselves. These are 'permanent' in that their members are elected since the start of the parliamentary session and carry on their membership until its end. Such committees may meet during the parliamentary¹ vacation. (38)

To the 'Permanent Committee of Education and Scientific Research' is attached the responsibility of 'studying educational laws and making sure of their execution.' (39) Members are, thus, involved in the investigation of various matters related with both formal and non-formal education. Besides, some members of the committee are chosen to represent the People's Assembly in such councils that deal with the national policy for adult education as the S.C.A.E.I.E. and the N.C.E.S.R.T. (40)

As for 'Special Committees', they are formed whenever the need arises to investigate a certain topic and submit a report to the Assembly. Choice is made by members themselves and this depends on the member's interest in the topic to be investigated. The committee is dissolved after fulfilling the tasks designed for it. (41)

(B) Managerial

Ministries in Egypt are headed by ministers who attend the meetings of the Cabinet of Ministers. The Cabinet meetings are normally headed by the Prime Minister though the President of the Republic has, constitutionally, the right to hold

meetings for the Cabinet.⁽⁴²⁾ Various aspects of the general policy of the State are discussed in the Cabinet meetings, and decisions are taken to which the concerned ministers are committed.

Each Ministry and public organization plans for its particular sector within the limits afforded by the budget allocated to it, and in accordance with the general policy of the State. This task of planning is undertaken through bodies of each Ministry responsible for planning at various levels (national, regional). Through successive steps, each Ministry manages to make its own plan. Under the new system of local administration, to be applied starting from January 1979, Ministries will only be concerned with planning at the national level leaving for various governorates to fit their own plans in accordance with the broad lines adopted by ministries. In so far as education is concerned, it is officially recognized that 'Educational plans are designed by Ministries of Education in collaboration with other bodies responsible for the comprehensive plans of development in the State.'⁽⁴³⁾

1. Ministerial Committee for Education

Following the establishment of the N.C.E.S.R.T. for the design of long-term policies, the Ministry of Education has formed a 'Ministerial Committee for Education, Scientific Research and Manpower' by the Ministerial Issue No. 185 of 1974. The Committee is formed of officials, chosen by the Minister of Education and who work in the areas stated.

Among the responsibilities attached to the 'Ministerial Committee' is 'discussing the educational policies and plans'.⁽⁴⁴⁾ Besides, it has other tasks defined by a 1977 official report as:

- (1) Co-ordination between various policies designed for education, research and manpower.
- (2) Dealing with problems and suggesting solutions.
- (3) Studying laws and legislations needed for the national plans for education and research as well as the distribution of manpower.
- (4) Studying policies of educational and technical exchange and the co-operation with other countries.⁽⁴⁵⁾

ii. General Directorate of Adult Education and Illiteracy

Eradication (Ministry of Education)

With the transference of the responsibility for illiteracy eradication at the national level by Act I28 of 1946, from the Ministry of Social Affairs to the Ministry of Education, the latter established a central department for illiteracy eradication. This had three main tasks:

- a. Drawing general plans for combating illiteracy.
- b. Superintending and administering schemes of illiteracy eradication.
- c. Co-ordinating the efforts of the Ministry and various committees that worked in the field.⁽⁴⁶⁾

In 1955, the Department came to realize the drawbacks of

the confinement of its objectives to the narrow circle of verbal literacy. Meanwhile, the establishment of the 'Arab States Fundamental Education Centre' (A.S.F.E.C.) by the UNESCO^{in 1953,} and which included a modern unit for combating illiteracy, made clearer the need for reconsidering the Department. It was renamed to be 'Department of Fundamental Education and Illiteracy Eradication.' Its goals were broadened to encompass raising the cultural, social and economic standard of the people.⁽⁴⁷⁾

The Department continued in the 1960's to be a central one supervising the work of illiteracy eradication in the various governorates in matters of planning curricula, and the nomination of teachers and inspectors although some⁽⁴⁸⁾ eminent adult educationists have recorded a tendency to loosen the centralised tight grip following the issue of Act 124 of 1960 for 'Local Administration'.⁽⁴⁹⁾ The degree of the Department's centralisation since the 1960's is a controversial issue. Galal favours the view that since that time, the Department has become responsible 'only for planning the policy of fundamental education and literacy, and for following the practices.'⁽⁵⁰⁾ Saif and Fayek, who are also eminent figures in the field, and who have witnessed the developments since the 1960's, assure the continuation of the centralised trends until the 1970's.⁽⁵¹⁾ However, it must be admitted that the condition varies from one governorate to another in accordance with the availability of human and other facilities, and because most of the governorates

have always suffered from the inability to take decisions of their own in matters of education without the consultation (52) and approval of the centralised authority, the writer of this study accepts the view of Saif and Fayek in this concern.

The Genral Directorate of Adult Education is, at present formed of seven departments composed of officials appointed in accordance with the Ministry's regulations. The seven departments are:

1. Department of Planning and Projects.
2. Statistics Department.
3. Co-ordination Department.
4. Evaluation and Follow-up Department.
5. Curricula and Text-Book Department.
6. Aids and Communication Media Department.
7. Training Department. (53)

Before the establishment of the S.C.A.E.I.E. (1971), the Planning Department of the Directorate undertook planning for illiteracy eradication at the national level. The Ten-Year Plan (1972/73 to 1982/83), to which detailed reference has already been made in chapter 9, (54) is admitted to be a contribution of the Planning Department. (55) However, with the establishment of the S.C.A.E.I.E., the case is different from before. As has already been stated (56), the Council is headed by the Minister of Education. The General-Director of the above Directorate is the Council's Secretary General. (57) So, as the S.C.A.E.I.E. will take over all planning when the current plan ends in 1982/83, it is likely that the responsibilities of the Directorate will be confined to some executive and follow-up tasks.

iii. Ministerial Committee for Local Government

The Ministerial Committee for Local Government (M.C.L.G.) has been established by the Presidential decree no.89I of 1973 at the highest level of authority. It is headed by the Prime Minister, and includes among its members:

1. Vice Prime Minister.

ii. Ministers of Planning, Treasury, Education, Health, Interior, Housing, Presidency Affairs and State Minister for the Cabinet of Ministers.

The M.C.L.G. is helped by a 'General Secretary' (amāna āama) attached to the office of the Prime Minister including experts in various aspects. It undertakes the performance of studies associated with subjects to be discussed by the Ministerial Committee. Besides, it follows-up the execution of the resolutions taken by the Ministerial Committee.

In so far as we are concerned, the M.C.L.G. undertakes four major tasks:

Firstly, to co-ordinate the planning projects which are undertaken by local councils and by the central Government.

Secondly, to supervise the transfer of authority from various ministries to local councils, and between local councils themselves.

Thirdly, drawing the planning policy for the application of the local government system within the framework of the State's general policy, and to supervise its execution.

Fourthly, to approve the levy of taxes by local administration units in case they exceed 5% of the original tax.(58)

2. At the Regional Level

(A) Public Interest

1. Provincial Councils for Adult Education and Illiteracy

Eradication (P.C.A.E.I.E.)

According to the Ministerial Issue No. 89 of 1972 by the Minister of Education, a (P.C.A.E.I.E.) is established in each of the country's 25 governorates. Later, Ministerial Issue No. 148 of 1973 introduced some changes in the formation of such councils. The present structure of the P.C.A.E.I.E. encompasses representatives of the 'Public Interest' group drawn from the A.S.U., Trade Unions, Teachers' Syndicate, and from the 'Popular Council' of each governorate, together with the 'executives' representing various ministries and organizations working in the governorate and whose work is associated with the field of adult education and illiteracy eradication.

The P.C.A.E.I.E. is formed under the chairmanship of the Governor. The director of adult education department of the governorate is the secretary-general of the Council.⁽⁵⁹⁾ Membership of the Council encompasses the following:

1. Secretary-general of the A.S.U. of the governorate.
2. Secretary-general of the governorate.
3. Responsible authorities of the A.S.U. in the governorate representing:

(a) Education

(b) Women activity.

(c) Youth

4. A number that does not exceed five chosen by the governorate's 'Popular Council' from among its members.

5. A representative of Teachers' Syndicate governorate council.

6. A representative of Trade Unions at the governorate level.

7. A representative of each of the following ministries drawn from the governorate's 'Executive Council':

- Ministry of Higher Education.
- Ministry of Social Affairs.
- Ministry of Labour.
- Ministry of Culture.
- Ministry of Information.
- Ministry of Finance, Economy and Foreign Trade.
- Ministry of Health.
- Ministry of Industry.
- Ministry of Oil and Mineral Wealth.
- Ministry of Interior.
- Ministry of Wakfs.
- Ministry of Agriculture and Land Reform.
- Ministry of Land Reclamation.

8. Statistics director in the governorate.

9. A number that does not exceed five having experience in the field of 'illiteracy eradication' to be chosen by the governor.

10. One chief of 'Adult Education Department' of the Educational Zone. In case of having more than one zone, all such chiefs become members of the P.C.A.E.I.E. (60)

The Council has the right to form 'technical committees' from among its members, or others to study some subjects included among the responsibilities of the Council. (61)

According to article 2 of Ministerial Issue No. 89 of 1972 mentioned above, it is the P.C.A.E.I.E. that undertakes 'putting the plan for illiteracy eradication in the governorate in the light of the recommendations and directives of the S.C.A.E.I.E. Such^a plan has to be submitted to the Popular Council of the governorate to approve it and notify the S.C.A.E.I.E. of it.' (62) In this way, the P.C.A.E.I.E. and the Popular Councils have been brought to work together in drawing adult education plans at the governorate level. Further, it is laid upon the P.C.A.E.I.E. to keep both the Popular Council of the governorate, and the S.C.A.E.I.E. informed of its work in the governorate, of the assesment of such work, as well as the problems encountered and the recommendations it sees fitting for their solution. These are all to be included in the two reports submitted annually by the P.C.A.E.I.E. (in January and June of each year) both to the Popular Council of the governorate and the S.C.A.E.I.E. (63)

ii. Popular Councils of Governorates

In accordance with the changes in 'Local Administration' by the Presidential decree No. 57 of 1971, each of the governorates has got two councils, a 'Popular' and an 'Executive' council. The formation of the first is made by a Presidential decree of the Secretary of the A.S.U. of the governorate

and the following as members:

1. The A.S.U Governorate Committee members.
2. Secretaries of the A.S.U. town and district committees.
3. Two representatives of the youth in the governorate.
4. Two ladies representing 'women activity' in the governorate. (64)

It is to be noted that the A.S.U., through its domination over the structure of 'Popular Councils' has got the chance to influence educational policies and practices at the governorate level.

'Popular Councils' are concerned with suggesting various policies, as well as taking decisions and recommendations particularly in matters of education, health, social and cultural services. (65)

These are also designed as sorts of 'regional parliaments' with the right to sponsor all executive authorities within the governorate and the follow-up of their work including the governor himself and the chiefs of various administrations in the governorate.

Also the 'Popular Council' has got special heaviness drawn from its representation of the people. Besides, the head of the 'Popular Council' has to keep the 'People's Assembly' informed of the progress of its work and the difficulties encountered through the report to be submitted by the head of the Popular Council to the chairman of People's Assembly annually.

iii. A.S.U. Governorate Committees

The structure of the A.S.U. is pyramidal. It starts from the broad base at the bottom formed of the 'basic units' throughout the whole country. Each basic unit is made up of a 'conference' and a 'committee'. The conference encompasses the whole A.S.U. members of the basic unit who, in turn, elect the 'committee'. Above the 'basic unit' level, there are the city, rural district, rural town and large public organization units each composed of two (or more) basic units.

Above this, there is the 'governorate committee'. In each of the 25 governorates, there is a 'governorate congress' (motamar al-mohafaza) made up of delegates from district congresses. The size of the 'district congress' decides the number of delegates represented in the 'governorate congress' with 16 delegates as the maximum that can be taken from any one district.

Further, the 'governorate congress' elects a 'committee' of not more than 50 members which, in turn, elects its own secretaries and assistant secretaries to supervise the A.S.U. activity and technical offices.

The A.S.U. at the governorate level, is likely to influence educational policy at two levels: direct and indirect. On the one hand, the elected governorate committee has 'direct' responsibility in matters related with 'public interest' whether those of the political, social or economic development of the regional community within the framework of directives

made by the 'Higher Executive Committee' of the A.S.U. It is within the realm of its responsibility to discuss all issues related to politics or planning, besides the encouragement of cultural, social, spiritual and economic activities of the masses.⁽⁶⁶⁾

On the other hand, the 'governorate committee' works in collaboration with the A.S.U. 'central committee'. This latter, as has already been mentioned, has got a 'General-Secretary for Social Development and Services' which, in turn has a committee for 'illiteracy eradication'.⁽⁶⁷⁾

Furthermore, the 'governorate committee' has got its influence on adult education policy indirectly through its members attached to the Provincial Council for Adult Education and Illiteracy Eradication, and the 'Popular Council' of the governorate. However, Morsi⁽⁶⁸⁾ sees the role in the latter to be dominated by the protection of public interest rather than by technical or professional matters of education.

(B) Managerial

1. Departments of Adult Education and Illiteracy Eradication in Educational Zones

Since 1939, the Ministry of Education, realizing the drawbacks of centralising all the affairs of education in its own hands meanwhile it was undertaking increasing

responsibilities due to educational expansion, established the 'Educational Directorates' in governorates. To the six directorates that were established in 1939, the Ministry delegated the task of implementing the general policy and orienting it to the environmental conditions in the way that encourages independence and initiative in education. The number of such directorates, which were later called 'Educational Zones' grew to reach 28 in 1974. (69)

In each educational zone, there is a department for 'Adult Education and Illiteracy Eradication'. Such department works as an office responsible for the practice of fundamental and literacy education. The realm of the responsibilities undertaken by such offices includes the opening of schools, the provision of learners with text-books and other educational materials, setting examinations of literacy and superintending them. (70)

3. At the Local Level

(A) Public Interest

1. A.S.U. Executive Committees in Towns and Villages

The A.S.U. 'executive committees' in towns and villages may be taken to express public interest. They are represented in the 'Town Councils' and 'Village Councils' in a way similar to what is allowed at the governorate level. Their role is indirect as they influence educational matters through representation in such councils.

(B) Managerial

1. Town and Village Councils

Town Councils consist of:

1. The town head representing the executive authority. He has defined supervision privileges over the offices within the town.
2. Members appointed ex-officio representing ministries whose services are extended to the town.
3. Active members of the A.S.U. chosen for their potential to contribute to the Council.
4. Elected members by secret ballot among workers of A.S.U. (71)

Since the issue of Law 124 of 1960, such councils have powers within their area in educational and other fields. They perform the administration of preparatory and primary schools. (72)

At the village level, a council is established for every village or a number of villages by a decision of the competent minister stating the council's location. Each rural area that comprises a combined unit has to have such a council according to the above Law of 1960. (73)

The chairman of the village council shall be appointed by the competent minister by agreement with the A.S.U and on the advice of the governor. Members of the village councils are as follows:

1. Members by virtue of their functions in the village in accordance with executive regulations.
2. Elected members not exceeding twelve from among those

elected directly by ballot for the membership of committees of the A.S.U. in the village or villages composing the council.

3. Two A.S.U. members in the village. (74)

A wide range of activities in the field of education is delegated to village councils including the following:

- i. Selection of construction sites for all new school buildings.
- ii. Distribution and the open of new classrooms as the village demand requires.
- iii. Organization and establishment of an adult education programme.
- iv. Establishing and equipping village school library as well as a youth sporting club for the village. (75)

Act 52 of 1975 has introduced some changes in the structure and functions of village councils. On the one hand, the choice of village council members by election has been expanded. Besides, the 'Village Executive Committee' has been established from the village head as chairman, the village secretary as treasurer, and the heads of executive bodies in the village as members which is given increasing responsibilities in the finance of various projects undertaken in the village, as well ^{as} the drawing of financial and other administrative plans. (76)

ii. Education Directorates in Towns

In accordance with the decentralisation trends inspired by the 1960 Act mentioned above, the Ministry of Education has given governorates the right to establish education directorates in some towns.

These directorates are to be established by an order of the 'Governorate Council' according to a recommendation from the director of the educational zone. The Ministry gave the possibility of establishing 'assisting units' (wehdāt moawina) affiliated to these directorates to undertake the responsibilities of educational services in case human and material facilities are available.

Each directorate is headed by a director who is directly responsible for work in his directorate before the Director-General of the educational zone to which his directorate is affiliated.⁽⁷⁷⁾ There is an office for adult education and illiteracy eradication in these directorates, either independent or affiliated to the 'Primary Education Office'.

Pressure Groups with Influence on Adult Education Policy

1. Faculties of Education

In accordance with the report of the 'Ministerial Committee for Labour Power' (1966)⁽⁷⁸⁾ and in line with the trends recommended by the reports presented by the 'Committee⁽⁷⁹⁾ for Human and Social Studies' (1963), the 'Committee of Basic Sciences' (1964),⁽⁸⁰⁾ and the report of the Faculty of Education, Ain Shams University (1964) on the 'Education of Teachers for Preparatory and Secondary Stages' ⁽⁸¹⁾ it was decided that a Faculty of Education will be established, starting from the academic year 1966/67 in the Universities of Cairo, Alexandria and Assuit.

In the 1970's, the movement of establishing Faculties of Education was further extended with the establishment of 'Regional Universities' at Tanta, Zagazig, Manoura, Suez Canal, and Minia, each with one Faculty for Education still in its early infancy.

However, being the oldest, the largest and the one with the greatest material and human potentialities, the Faculty of Education, Ain Shams University has got a better chance for involving in and the influence of educational policies at the national level.⁽⁸²⁾ Such influence is undertaken through its role in:

1. Training of teachers for preparatory and secondary stages.
2. Performance and supervision of educational researches of which some scholars qualify for the award of higher degrees as the M.A. and the Ph. D.
3. Dissemination of educational views through the representation of its staff in the 'Journal of Education'⁽⁸³⁾ as well as through the studies, and various publications of its staff members.
4. Participation of its staff members in various conferences for adult education and otherwise.⁽⁸⁴⁾
5. The share provided by the staff members in committees for the development of curricula, teaching methods, text-books and examinations.
6. The role played by the Faculty in the elevation of the professional standard of workers in the field of education, together with the educational qualifying programmes for university graduates to work as qualified teachers.⁽⁸⁵⁾

11. Arab Literacy and Adult Education Organization (A.R.L.O.)

The A.R.L.O. has been established since January 1966 in accordance with a resolution made by the 'Regional Conference for Planning and Organizing Illiteracy Eradication Programmes in the Arab World' (Alexandria, 10-18 October 1964).⁽⁸⁶⁾ Since 1970, it has been attached to the 'Arab League Educational, Cultural and Scientific Organisation' (A.L.E.S.C.O.)

Egypt as well as other Arab countries are represented in the A.R.L.O. which is composed of:

- a) Supreme Council formed of one representative of each of the Arab countries.
- b) The Secretary-General of the Arab League or his representative.
- c) Supervisor aided by an administrative body.⁽⁸⁷⁾

Besides, a 'Consultative Council' has been formed of experts drawn from various Arab countries at the highest level. These are chosen by the Director-General of the A.L.E.S.C.O. after consulting the 'Executive Council'. The 'Consultative Council' meets, at least, once every year to discuss various matters associated with the work of the Organization including its plans, programmes and methods, together with the follow-up of the activities of the Organization. The Council submits an annual report to the Director-General of the A.L.E.S.C.O. including all these.

According to article 4 of the 'Basic Structure' of the A.R.L.O., it undertakes nine tasks:

Firstly, suggesting a strategy for illiteracy eradication

and adult education at the level of the Arab World. From hence, its progressive calls for the re-organization of adult education as an integrative sector of the national systems of education, and which are included in the studies published in the 'Education of the Masses' ⁽⁸⁸⁾ and other publications acquire increasing importance. The A.R.L.O. also undertakes the execution of plans and programmes approved by the A.L.E.S.C.O. in this concern and holding study sessions and seminars in accordance with such plans and programmes.

Secondly: Co-ordinating between plans for illiteracy eradication and adult education in the Arab countries helping them to put unified legislations in this concern.

Thirdly: Suggesting to convene conferences every period for the authorities responsible for adult education and illiteracy eradication in the Arab countries. Thus, partnership at the Arab level in matters of adult education is made possible.

Fourthly: Organizing the award of scholarships in the field of illiteracy eradication and adult education.

Fifthly: The provision with experts and technical requirements needed for the execution of plans and programmes of adult education and illiteracy eradication.

Sixthly: Publications and documentation activities. ⁽⁸⁹⁾

In so far as the Egyptian policy for illiteracy eradication and adult education in the recent years is concerned, the A.R.L.O. has practised some influence through the researches, conferences and the issue of the 'Education of the Masses' which is published three times a year. Until December 1977, eleven issues were published including some intensive studies in the field.

iv. Teachers' Syndicate

Teachers' Syndicate in Egypt has been established since 1955. Its present organization is in accordance with Law 79 of 1969 which specifies its role in the Egyptian socialist society not as a 'pressure group' that strives for the safeguard of the interests of its members, but rather as a tool for elevating the technical and professional standard of its members. Its goals, as specified by the 1969 Law, are three:

Firstly: Helping the realization of the society's national goals through mobilizing the efforts of its members, dissemination of culture and education, participation in the development plans and various educational schemes; and co-operation with other syndicates whether in the country or abroad.

Secondly: Raising the position of the teaching profession through:

1. Elevating the standard of teachers and their professional efficiency.

ii. Participation in the planning of education and the development of its system and curricula in the way that serves the needs of the society and its interests.

iii. Fostering scientific development and research.

Thirdly: Providing various economic, social, recreational (90) and cultural services for its members.

The Teachers' Syndicate which encompasses 250.000 members (91) is organized at three levels:

1. The National Level which includes the 'General Syndicate' (al-niqāba al-āmma) with a 'General Assembly' (jameya omoumeya), a 'Board of Directors' (majlis idara), and 'Office' (hayat maktab).
2. The Regional Level which includes the branches of the Syndicate in various governorates as well as the 'centres' in each educational zone.
3. The Local Level in the form of a 'Syndicate Committee' (lajna niqabeya) in each town or administrative unit. (92)

The possible influence of the 'Teachers' Syndicate' on adult education policy is through the meetings, seminars and conferences that are held at the above levels to discuss various matters associated with education. Besides, it issues 'Al-Raed' (The Pioneer), a monthly magazine which is sent to all members of the Syndicate. This magazine publishes many studies and researches performed by university academics as well as those by teachers and administrators. These are mostly centred round the problems of education in whatever form or stage and the suggested solutions.

v. Al-Azhar and other Religious Bodies

Islam has not confined the function of mosques to prayers, but has given them broad functions extending from parliamentary or (shura) councils, to institutes of education, to courts of justice.

Al-Azhar, founded in Cairo since A.D. 971, is the oldest and most influential of all Egyptian mosques. It has gained the reputation of being the greatest intellectual Islamic centre throughout the Islamic world. Besides its great many primary, preparatory and secondary schools in all governorates of Upper and Lower Egypt, Al-Azhar University ^{has} greatly developed since the promulgation of Law 103 of 1961. Article 34 of the 1961 Law allowed the establishment of Faculties for Islamic Studies, Arabic Language, Commerce and Management, Engineering and Industries, Agriculture, and Medicine. Therefore, one clear influence of Al-Azhar is through its thousands of graduates who penetrate almost all aspects of Egyptian life.

Besides, Al-Azhar looks after Islamic guidance through its *wu'āz* (Sing. *wa'iz*) who are appointed in every town and city to preach the tenets of Islam to the public. The number of such *wu'āz* has grown from 300 in 1952 to 426 in 1962 distributed over 150 centres and zones. The number is increasing year after year until there is now one *wa'iz* or more in each small town.⁽⁹³⁾ It is officially estimated that such *wu'āz* annually give about 100,000 lectures of which 40,000 are for women, 1,700 for Police troops, 1000 to prisoners and 800 in hospitals.⁽⁹⁴⁾

According to one U.N.E.S.C.O. publication (1972), Al-Azhar undertakes the following functions besides guidance and defence of Islam:

1. Publishing studies on Islamic doctrine in various languages.
 2. Supervision of religious periodicals.
 3. Maintenance of close contact with other Islamic communities.
- (95)

Anticipated Difficulties in the Way of Adopting the

Adult Education Policy

The adoption of the 'integration-partnership' policy for adult education in Egypt is not merely a matter of pronouncements of certain individuals, or statements in publications by some bodies involved in educational policy-making. This we see an 'over-simplification' of the whole issue which does not lead to sound prediction of future possibilities.

So that predictions in this respect may be true to initial conditions, one has to state that, whatever might be the views raised by certain bodies as regards the integration of adult education within the national system, or partnership among the involved bodies, there are certain preliminary, yet basic, difficulties that have to be taken into consideration. Failure to deal with these difficulties adequately may lead to failure to adopt the recommended policy.

On the one hand, it will be difficult to adopt the recommended policy for adult education, which is progressive in nature unless the legislations regulating the field are at the same, or similar degree of progressiveness. By 'progressiveness' of adult education legislations is meant their accordance with modern trends advocated in international conferences and other publications in the field.

This introduces what we call, in the case of Egypt, 'legislative difficulty'.

On the other hand, the adoption of the recommended policy by various agencies and bodies involved in adult education is improbable unless adult education policy-makers together with a broad sector of the country's educationists and other intellectuals have got a fairly clear-cut comprehensive conception for the term 'adult education' as substitution of the blurred and fragmental one in current use in the present time.

When the above two difficulties are dealt with, it is possible to deal with the third, which is directly associated with the arena of debate in the present chapter, namely the reluctance of various bodies involved in adult education in Egypt to support the 'integration-partnership' policy.

I. Legislative Difficulties

The legislations that have so far regulated adult education in Egypt indicate certain difficulties in the way of adopting the recommended policy which the present study advocates.

Act IIO of 1944, already elaborated in chapter 9⁽⁹⁶⁾ came out as a distorted legislation incapable of driving the adult education movement. In four respects, the Act showed its inadequacy:

Firstly, that the Act failed to specify the objectives of eradicating illiteracy among citizens, the task to which it devoted itself. It made joining literacy classes compulsory

for all males between 12 and 45 years who are not studying at any educational institution. They were supposed to learn reading, writing, arithmetics, principles of religion, and some general culture.⁽⁹⁷⁾ Ignoring the statement of the objectives sought turned the learning of such subjects into an end in itself. Hence, the concentration on verbal literacy which often led to the relapse back to illiteracy within few years. From the point of view of one study by the N.C.E.S.R.T. (July 1977)⁽⁹⁸⁾ such a defect made it impossible to draw a national comprehensive policy.⁽⁹⁹⁾

Secondly, that State responsibility towards providing a chance of education for every illiterate individual was left fluid.

Thirdly, that the Act threw the whole responsibility of execution on the Ministry of Education. It, thus, failed to conceive forms of partnership between various bodies and agencies with role in illiteracy eradication. Further, it ignored the role of intellectuals and the self-efforts by groups in the eradication of illiteracy.

Fourthly, that the Act failed to envisage the relation between such efforts as illiteracy eradication and the formal system of education. Communicative channels between both were not envisaged.

If we move to the current legislation (Act 67 of 1970), that was enacted after a whole quarter of a century, some signs of progress may be pointed out. To a certain extent, the 1970 Act avoids many of the slips of its predecessor from five angles:

1. It clearly defines the responsibility for illiteracy eradication making it 'a political national responsibility'.
2. It specifies certain objectives for the education of illiterate citizens as raising their cultural, social and professional standard.
3. It specifies the bodies involved in its execution to be all Government offices and political, popular and T.U. organizations all working through the A.S.U. to help the Ministry of Education which undertakes a leading role in execution. (I00)
4. It clearly defines the 'illiterate individual' meant by the Act along the three dimensions already mentioned: the age dimension, the educational position and the achievement level. (I01)
5. It has introduced the 'Supreme Council for Adult Education and Illiteracy Eradication', and the 'Provincial Councils for Adult Education and Illiteracy Eradication' which undertake certain tasks associated with planning and execution. (I02)

However, the 1970 Act is defected in many other issues. While it assumes to distinguish 'adult education' from 'illiteracy eradication' as is indicated by its title which combines both as separate entities, it falls short of giving a definite concept of adult education other than the eradication of adult illiteracy. Further, it has failed to envisage communicative channels between adult education and the formal system of education. No arrangements are

made by the Act for those who gain literacy to carry on their studies at higher levels.

The above defects are likely to cripple the adoption of the recommended policy for adult education so long as such a legislation continues to regulate the field. On the one hand, it is anticipated that the fragmental outlook at adult education will be consolidated. The bearing of fragmentation could be even pointed out in the work of the S.C.A.E.I.E. and the P.C.A.E.I.E. which confine themselves, until the present time, to one aspect of adult education, namely illiteracy eradication. Other aspects as Popular Culture, Adult Vocational Training and Workers' Education are still outside the realm of their mission, as will be elaborated later. (103)

On the other hand, such fragmentation is likely to impede future attempts to integrate adult education in the national system of education keeping it, as it has ever been, marginal and inadequately financed.

But if the present act that regulates the field is so defected, is there a possibility for the enactment of a new one more favourable to the policy recommended by the present study?

The answer to the question calls for the consideration of certain difficulties that arise from the country's initial conditions at present, and which make the required legislation not easy to come by.

Passing laws in Egypt is, in the first place, the concern of the 'People's Assembly' which, by Constitution undertakes the authority of legislation.^(I04) Within the Assembly, as has already been mentioned,^(I05) the 'Permanent Committee for Education' has its role both in the initiation and discussion of the drafts of various educational legislations. It is to be noted that the President of the Republic as well as every member of the Assembly has the right to propose laws.^(I06) To be passed as law, a proposal has to get the approval of at least the majority of the attending members.^(I07)

One anticipated difficulty in this concern is associated with the cultural standard of the Assembly members who are supposed to study the proposed act, discuss it in the Assembly and vote for, or against it. According to article 87 of the Permanent Constitution, at least half of the Assembly members have to be elected from among farmers and workers according to the definition given by law. This simply means that half the members of the People's Assembly are drawn from the tilling masses with the least educational standard. The high illiteracy ratio that prevails among these two categories in particular must be accepted as indicator of the low cultural and educational level of the members to be chosen from among them. This, raises the writer's fears that the enactment of a progressive legislation that fills previous gaps and benefits by modern world trends in the field can hardly be expected. Similar fears to those of the writer are raised by the N.C.E.S.R.T in the report of its first session (June-September 1974):

"The legislative affairs of the country and the policy of public life are all decided with-at least- half the votes and half the orientation as an established right for the farmers and workers, the majority of whom unluckily falls within the two thirds who are deprived of the blessing of reading, writing and the enlightened participation in the contemporary world from which we cannot afford to live in isolation.' (108)

However, it is possible to assume that the above defect is likely to be balanced by the influence practised by university academics from Faculties of Education and other influential educational institutions. By their high level of theoretical information, and experience in the educational problems, it is prospected that they carry to the proposed legislations the recent trends in the field. But the question is whether these academics will be given the chance to practise their influence in decision-making as regards adult education policies.

As an answer to the above question, the prospect is likely to be crippled by the present trend to exclude Faculties of Education from the positions with influence on the formulation of adult education policies. By its present structure, the S.C.A.E.I.E. is keen to encompass among its members, representatives of almost all ministries, public organizations and pressure groups that may have a say in policies. But, in contrast with such clear comprehensiveness, Faculties of Education are secluded. They are even denied the right of representation which is given to Ministry of Health or Ministry Oil and Mineral Wealth. (109)

As for the N.C.E.S.R.T., the case is better though not to a great extent. There is a clear trend until the present time to include retired educationists and former professors of

Education rather than the young generation of educational academics. Present staff members from the Faculties of Education are not represented in the N.C.E.S.R.T committees particularly the 'Committee for Illiteracy Eradication and Adult Education'.^(IIIO) Dr. Ebeid, an education professor, bitterly recorded in the Year Book of Education and Psychology (1974) that it was not his intention to distinguish between the 'specialists' and the 'authorized' in the structure of the N.C.E.S.R.T. What he cared to do is drawing the attention that 'all Faculties of Education throughout Egypt have not been represented in the Council, no even by one member. This happens while such faculties encompass specialists of a standard not below that of the finest world standards.'^(III)

2. Blurred Conception of Adult Education and its Functions

Indirectly associated with the above difficulty is the way adult education and its functions are conceived by the adult education policy-makers and other intellectuals. Galal, a university staff member and A.S.F.E.C expert, points out in his study (1966)^(II2) to the incapability of many among the educated Egyptians and masses alike to comprehend the broad implications of adult education. He admits that:

"The term 'adult education' is still a new concept as far as the majority of Egyptians are concerned. Even among the literates of that country only a small number can comprehend the actual implication of that term."^(II3)

^(II4)
In another study published in 1969 Galal repeated his view linking the above defect with the narrow outlook

at education that has for a long time prevailed in Egypt, and which took^{as} the most important function of education, if not the only one, to provide the individual with information (II5) that will help him in his future life.

But, has such a defect disappeared with time?

Many indicators show that it still persists. Failure of the 1970 Act to reach a specific conception of the term is one example which calls blame on the Education Committee of the People's Assembly, the Ministry of Education experts as well as all intellectuals who, in some way or other, shared in the wording and discussion of the Act.

Another example of the continuation of the blurred conception of adult education is deduced from another study by Abdel Megid, (1973), a training expert in the General Directorate for Adult Education on a sample of candidates for upgrading to higher positions in the Ministry of Education.^(II6) Through a questionnaire addressed to members of the sample, he wanted to get the degree to which adult education is comprehended among men of education in Egypt. 'If it is not a representative sample of all Egyptian intellectuals and men of education', states Abdel Megid, 'it gives, at least, an indicator of the dominant trend among the intellectuals of our country towards adult education.'^(II7)

One striking result of Abdel Megid's study runs in line with Galal's view (1966), cited above that,

"The term 'adult education' does not mean to most of those concerned with education in Egypt more than learning the three R's: reading, writing and arithmetics, by those adults who have failed to catch with the chance of education at younger age, in the way that enables them, at the best, to use their skills in daily life or to communicate with information sources at a later stage of their life." (II8)

Abdel Megid looks upon the above defect as foreboding for future policies and practices of adult education in Egypt. It simply means Egypt's seclusion from modern world trends in adult education. Besides, it represents an impediment for the promotion of the intellectual, cultural and training standard of Egyptian adults. (I19)

The muddle in the minds of many Egyptian policy-makers and intellectuals between 'adult education' and 'illiteracy eradication' requires a closer look. In a sense, the exaggerated focus on illiteracy eradication is not without justification. It is associated with the order of priorities that imposes itself on educational matters. It has already been shown by figures (I20) how the number of illiterate adults in Egypt has since 1927 been rising steadily meanwhile the progress in literacy ratio has been slow, forming thus a gloomy picture in contrast with the country's aspirations. This explains what Wahba, Under-Secretary of Ministry of Culture has declared in one U.N.E.S.C.O. publications (1972) (I21) that 'Periodically since 1925 illiteracy has been regarded with a mixture of despair and frantic activity.' (I22)

Hence, it is not strange to find a scholar like El-Ghannam, former University staff member, and Planning Expert in the Regional U.N.E.S.C.O. suggesting (December 1975) (I23) 'to give priority -if not the priority- to adult education, adult illiterates in particular.' (I24)

Properly understood, El-Ghannam supports the trend to give special attention to illiteracy eradication as he regards illiteracy the source of all social and economic maladies from which the country suffers. However, it is not likely that he approves the confinement to one activity of adult education and neglect all others. He is put in the same category with other enlightened Egyptian academics like Professor Galal,^(I25) Professor Afifi^(I26), Professor El Sayed^(I27) and many others.

The latter who is an education professor and former Director of the N.C.E.R. comes to divide the process of adult education 'vertically' and 'horizontally'. The vertical starts with illiteracy and develops with the individual to the level of functional reading then to general education with its graded standards from primary, through secondary up to university and Higher education. This is sometimes called the 'formal' or 'traditional' adult education as it depends for its expansion on the educational stages of formal education and their curricula. On the other hand, the horizontal bases itself on the satisfaction of the needs and desires of adults through varied intellectual pursuits from 'Popular Culture', 'Vocational Training' to the choice of life partner, health and religious education. This is the non-formal adult education that does not rely on school education but expands with the individual so long as he lives.^(I28) In the light of El-Sayed's classification, illiteracy eradication, to which Egypt concentrates its efforts, is but one fragment at the very start of the vertical category.

The adoption of the recommended policy for adult education is, to the writer's way of thinking, and in the light of the preceding argument, conditioned by the success to disseminate the modern conception of the term 'adult education' and its varied implications among the Egyptian intellectuals at large, particularly those who share in planning and decision making. They have to be adequately informed of the new trends in the field raised by the Second World Conference on Adult Education (Montreal, 1960)^(I29), and consolidated later by the Third International Conference on Adult Education (Tokyo, 1972)^(I30).

The possibilities of success in such a task is, however, uncertain. Most of those responsible for decision-making in matters of education in Egypt at present are not young enough to change their views at such an age and adopt new ones. This is associated with the system that has for a long time been with Egypt, to trust men of experience with matters of importance rather than young men, however learned the latter may be. The difficulty, hence, persists, that most policy-makers have, throughout the greater part of their lives content themselves with the narrow and out-of-date conception of adult education. Their absorption in the narrow conception makes itself clear in their scanty writings about the field. As a general rule, they avoid deep indulgence in matters associated with the education of adults (in contrast with the writings about the education of young students at primary or secondary education), but when they do, it is illiteracy that is focused upon. The comprehensive outlook at the field is hardly thought of.

The resort to the younger generation of educationists seems to be essential for the move to the comprehensive outlook at adult education in Egypt. But, this is conditioned by two things:

In the first place, there is some doubt whether they will be easily given the position of leading the formulation of the adult education policy that has ever been occupied by the elder generation of educationists. It is possible to assume that the way is not paved for them to plan freely and boldly.

In the second place, it is uncertain whether the young educationists have actually got the capability of leading a revolutionary change in the adult education policy.

In this concern, hope must be laid on the Faculties of Education, especially the one at Ain Shams University, to establish departments for research in adult education, and the preparation ^{of} a new generation of adult educationists. It is hard to think how a broad base of educationists is likely to adopt the modern policy trends in adult education unless such a step is taken.

3. Reluctance of Bodies Involved in Policy-Making to Adopt the Recommended Policy

The gloomy picture drawn above about the difficulties that are anticipated to hinder the adoption of the 'integration-partnership' policy for adult education, does not conceal the fact that certain bright aspects, however feeble, do exist.

The educational system, in its totality, is under severe criticism in the recent years both from the academics and policy-makers alike. In one study published by the Institute of National Planning (1964), Fahmi, a planning scholar drew a 'Tentative Plan for the Future Development of the Educational System'. He took it the main theme of his study to prove how 'our educational system has failed to provide the country with its needs for skilled manpower at all levels to carry out the national development plans it is unable by its present structure and content, to meet the challenges of the current rapid socio-economic forces.'^(I31) Such frustration with the educational system is echoed by Amin, a University Associate-Professor (1974) who came to a conclusion that:

"... the existing system of education discourages independent thinking, obliterates the country's history in the name of revolution, ignores national characteristics in the name of progress and deprives the rural population of their most promising members in favour of the city."^(I32)

The internal efficiency of the educational system was also severely criticised by the N.C.E.S.R.T. in the report of its first session (June-September 1974) especially in so far as 'primary education' is concerned. To have a wastage ratio that amounts to 64% after six years of compulsory education was taken by the Council as an example of inadequacy.^(I33)

Frustration drives many educationists to attempt the solution in 'revolutionary' rather than 'evolutionary' changes in the national system of education. Professor Kotb, Professor of Education and former rector of Ain Shams University has investigated the problem of 'Educational Reform' in Egypt (November 1972)^(I34) and

called for a comprehensive reconsideration of its conditions, objectives, and content together with its means, methods, finance and administration. His investigation led him to a conclusion that 'the reform process requires the rejection of the traditional means when these become impediment for progress and unfitting for the present age...'.^(I35)

Such atmosphere of frustration of the present educational system has its possible bearing on the future adult education policy in Egypt. It makes easier the process of adopting solutions other than the traditional ones that have, for a long time been attempted without encouraging results.

The October Working Paper (1974) that the President of the Republic announced, and which gained unanimous consent on the part of the whole popular powers as to the plans and policies it draws for the country until the year 2000, strongly advocates revolutionary change in various aspects of Egyptian life. In so far as education is concerned, the Paper calls for a revolution in the concepts of general education and culture of all sorts and standards 'from the eradication of illiteracy to general, technical and university education, to scientific and technological research'.^(I36)

The way to the 'educational revolution' that the Paper preaches is through the elimination of traditional models in which Egyptian education has confined itself, and replacing them by other models that are capable of bridging the gulf between 'thought' and 'action'.^(I37) Hence, the Paper recommends that Egyptian education should become 'organically linked

to the action and requirements of the society.'^(I38) Such organic link is envisaged by the Paper through four specific changes, namely:

- i. The avoidance of rigid forms of education through wider application of the principle of diversification.
- ii. Linking certain types and stages of education to the environment as the only way to avoid relapse to illiteracy.
- iii. Creating closer partnership between universities and various institutes on the one hand, and the work positions connected to them, on the other.
- iv. Eliminating, or at least, lessening the social difference^(I39) between one form of education and another.

While the above trends touch upon the maladies from which the educational system suffers and prescribe the medicine, the operational steps are left for educationists and other experts to think of.

What is more important, from the point of view of the present study, is the adoption of 'Continuous Education' as a fitting form for Egyptian education in future. The rationale by which the Paper recommends the adoption of the new trend, builds on an inherent feeling that Egyptian^{education} in its present traditional form does not fit the quick changes imposed by the technological revolution:

"In the age in which scientific and technological progress proceeds at an astonishing speed; in the world where often the machine becomes old and obsolete as soon as it has been manufactured because something more modern has appeared - in this age, it has become imperative for active and productive elements to be in a state of constant education and continued acquisition of knowledge. Otherwise, the educated person will find himself backward compared to the new whatever the degree of experience and culture he has acquired during his studies." (I40)

The policy of 'continued' or 'life-long' education that the Paper favours, is meant to cover education in whatever stage and individuals at whatever age for, in a society struggling for the realization of modernity, all citizens are supposed to be 'active' and 'productive'.

The intended re-organization of Egyptian education in line with life-long education is not devoid of special relevance to 'adult education'. While life-long education is as much concerned with infants as with adults, it has, as the Russell Report (England, 1973)^(I41) has observed, its marked implications for adult education.^(I42) Dr. Saber, Director-General of the A.L.E.S.C.O. takes adult education as the most responsive educational system to the lifelong philosophy.^(I43) He builds his view on the elasticity that characterizes adult education curricula, objectives and clientele. Therefore, on adult education is laid the hope for a new educational formula that springs from the patterned educational system to respond to the system of the technological revolution in human knowledge.^(I44)

What Saber and others argue seems to run in line with the international trend stirred by the Faure Report (1972)^(I45) and which found every support from the Tokyo Conference (1972) which preaches the integration of adult education within the national system of education within the framework of lifelong philosophy. Its 'Final Report' states that:

"Learning is life long; the education of adults and of children and youth are inseparable. But to be an effective agent of change, education must engage the active commitment and participation of adults.... " (I46)

Further, the Conference has, in more than one part of its 'Final Report', associated lifelong education with the new interest in adult education reform. In its first recommendation it states that,

"within the context of life-long education adult education be recognized as a specific and indispensable component of education, and that legislative or other measures be taken which support the development of broadly based adult education services." (I47)

From the above argument, it is possible to see how the adoption of lifelong education at the 'public interest' level, and by some eminent academics in Egypt, expresses implicitly the readiness to re-organize the adult education sector accordingly.

The N.C.E.R. (Cairo) adopts the lifelong policy in almost the same lines as the October Working Paper. In its 'Revision and Development of the Educational Process' (June 1974) (I48) the Centre has shown special interest in lifelong education. It promises to investigate the most suited styles of lifelong education to Egypt's potentialities and conditions, taking the matter at two levels:

(a) The Formal Education Level, in the way that eliminates barriers between various stages of education and facilitates progression from one stage to the next.

(b) The Non-Formal Level, in the sense of extending education by correspondance, Palaces of Culture, Open School, ... etc. (I49)

Although the Centre's project for 'Lifelong Education' has not yet been made, it indicates a favourable trend for making education in Egypt continuous throughout life.

In its third session (October 1975 to July 1976), the N.C.E.S.R.T. has also adopted a new outlook at the future educational ladder in Egypt. Among the 12 principles laid by the Council, one is concerned with the re-organization of the ladder in the way that facilitates the adoption of the lifelong trend, and that illiteracy eradication programmes have to form one rung that leads the individual ^{further} to the highest grades of learning. (I50)

The A.S.F.E.C., one influential group on adult education policy in Egypt, presses harder since the Tokyo Conference (1972) for the adoption of lifelong philosophy in the re-organization of education in the Arab States. The Centre's future plans as declared by Wali, one of its experts (1974) includes action research with the aim of 'integrating literacy, post literacy and other forms of adult education with life-long education.' (I51)

As for the Ministry of Education, it has turned in recent years into an advocate of lifelong education. Before the People's Assembly (February 1977) ^(I52) the Minister explained the value of adopting the new world trend in Egypt. The explosion of knowledge has made it necessary that education should not be confined to a certain age, nor should the school in its traditional sense be the only form of education. From this angle, he criticized the narrow concept of education that Egypt has had for a long time, and called for a modern comprehensive one in which the whole society turns into a 'learning society'. ^(I53) It is to be noted that the same trend, and in almost the same words is ascertained in the general framework of the Five-Year Plan (1978-1982). (I54)

Egyptian academics, on their part, push harder in the way of adopting the lifelong education policy. They are more than ever before, prepared to accept revolutionary changes in the structure of national education.

Professor Afifi, Dean of the Faculty of Education, Ain Shams University, preached (I975) ^(I55) a new outlook at the educational system that makes education a way of life rather than a mere educational stage defined by certain age. How this might be achieved is, to him, through the continuation of an individual's education throughout the whole of his life. ^(I56) In this way, Afifi expressed his rejection of the present organization that locks education in Egypt in the narrow circle of formal education institutions, after the end of which, an individual ceases to get more education than he had already got. Such a view has led to his call for a 'comprehensive concept for adult education in the context of lifelong education.' ^(I57) He calls, not only for a change in the approach toward the education of adults, its means and methods, but for complete revision of the concepts, channels and methods of other forms of education whether primary, secondary or Higher Education. ^(I58)

The 'comprehensiveness' and 'continuity' that Afifi preached for adult education, build on three principles that have become commonly known in recent years:

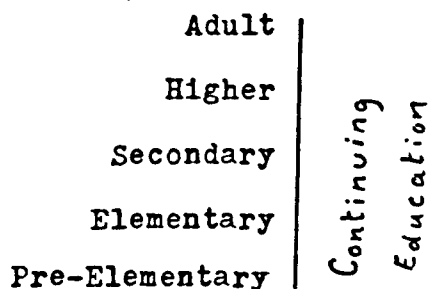
Firstly, that education is not complete with the end of one's education at an educational institution and joining a job, but rather a continuous process throughout his life.

Secondly, that such a continuous educational process encompasses

all aspects of an individual's life, mental, physical, professional, .. etc. apart from the social, economic and political aspects.

Thirdly, that the adults have both the desire and the capability to learn continually. It is possible that their ability for study may wane with the cease to use it, or the diminish in training and practice. However, chances for the continuation of education have to be made available so that their learning skills may grow, and their capacity for interaction is promoted. (I59)

The late Professor Samaan, former Professor and head of Comparative Education Department, Faculty of Education, Ain Shams University, was no less advocate of lifelong education than Afifi and some other academics. Before the Symposium of the 'Role of Higher Education in Life-Long Education' (Moscow, 18-20 June 1974) (I60) he affirmed his belief in education as a 'developmental continuity' extending critically and chronologically along all horizontal and sequential levels of learning from cradle to grave. (I61) In line with such belief, Samaan could see adult education as the fifth level of the educational system, or to quote his own words, 'the natural culmination of pre-elementary, elementary, secondary and higher education'. (I62) This could be indicated in the simple diagram he drew:



Professor Motaweh, Professor of Education, and Dean of Faculty of Education, Tanta University is a third figure representing the growing trend in Egypt. He announced before the 'World Council for Curriculum and Instruction - 1977 World Conference' (Istanbul, 13-25 August 1977) ^(I63) his new outlook at Egyptian educational system in the context of lifelong principles. He saw this an essential step imposed by the social and economic changes that the Egyptian society has witnessed since the 1960's. ^(I64)

But, however strong is the growing trend in Egypt in favour of the re-organization of its education along lifelong lines, it is not adequate to assume that the new adult education policy recommended by the present study will be easily adopted by all parties concerned. It is true that the adoption of education as a lifelong process is an encouraging indicator in that it shows the readiness to re-organize adult education within an overall structure of the country's national education. But such readiness hits with various difficulties.

On the one hand, there is the inspecifity until the present time of the term 'lifelong education', and accordingly, with the organization to be suggested in line with it. Even in a more advanced country, like the U.K. the new trend is accepted reservedly by some eminent adult educationists. Until present it is looked upon as a sort of wishful thinking or, as Professor Kelly (1973) describes it, a 'fancy'. ^(I65)

Reflection on what has already been stated about the adoption of lifelong trend in Egypt may, in a sense, be

criticized on the grounds of being not adequately founded on scientific basis. Such adoption is not built on intensive studies about the current educational system or careful consideration of the available alternatives nor of the envisaged structure. What is more important, the above views do not link between 'hope' and 'action' in the sense of taking various cultural, economic and social conditions of the Egyptian society into consideration.

In so far as adult education is concerned, its place and organization within the lifelong education system has not yet been investigated. One big hindrance, until the present time, is the inavailability of comprehensive survey of the agencies involved in the field, an essential and preliminary step on which any sound plan is to be built. Besides, up-to-date statistics are not available, and studies are still very few. The outcome of all these, is that the policy trends for the future adult education are likely to remain fluid.

Examination of the S.C.A.E.I.E. and the N.C.E.S.R.T., the two bodies that have special heaviness in the formulation and adoption of national policies for adult education in Egypt points out to several problems that have to be encountered before the 'integration-partnership' policy will be adopted.

One difficulty associated with the S.C.A.E.I.E. is organisational. The wide-range representation of various agencies and organizations at a high administrative level : Under-Secretaries of State, Directors-General of Departments,

A.S.U. representatives and members of the People's Assembly, makes possible reaching a national policy expressive of diverse views.

Apart from the exclusion of academics of the University staff particularly those of Faculties of Education, which has already been pointed out, the Council does not include members representing other specific types of adult education than illiteracy eradication, such as 'Adult Vocational Training' 'Workers' Education Association' and 'Popular Culture'. Neglecting to include these, ascertains the fragmental look at adult education. It can hardly be imagined that the policy of 'Workers' Education', for example, is dealt with without having it represented in the Council. Even if some policies are decided in the absence of the concerned parties, it is likely that such decisions will be taken as 'orders' rather than democratic resolutions. Such defect has been dealt with within the envisaged solution (chapter ^(I66)10) which calls for the establishment of four Supreme Councils: for 'Adult Vocational Training', 'Popular Culture', 'Workers' Education' together with one for 'Illiteracy Eradication'. Representatives of these qualitative councils will be members of the suggested 'National Council for Adult Education'.

On the other hand, the structure of the S.C.A.E.I.E. in accordance with the Presidential decree No. 311 of 1971 does not run in line with the changes in the structure of State after eight years of its promulgation. The decree nominated thirty-two constituent members of whom are:

- i. Five representatives of the A.S.U., one of whom to be a lady working in the field of politics.
- ii. Secretary of the Youth Organization, A.S.U.
- iii. One Under-Secretary from each of the following ministries: Ministry of Local Administration, of Higher Education, of Information, .. The first of these has been cancelled since the last change in Cabinet of Ministers (December 1978). Ministries of Education and Higher Education have been amalgamated into one since 1976. As for the Ministries of Information and Culture, both have been amalgamated in the Ministry of Education since December 1978. The leading role attached to the A.S.U. has to be considered. Since the adoption of the multi-party system in 1977, its position is shaken and its activities are diminishing.

What is more important from the point of view of the present study is whether the S.C.A.E.I.E. with its mission specified by the 1970 Act is capable of adopting the 'integration-partnership' policy.

The fragmental outlook that characterized the 1970 Act was reflected on the mission it defined for the S.C.A.E.I.E. All the nine items of such a mission were confined to illiteracy eradication.⁽¹⁶⁷⁾ Such a defect has got its bearing both on present and anticipated policies for adult education in Egypt.

On the one hand, the Council regards that drawing policies for such aspects as 'Workers' Education', 'Popular Culture' of 'Adult Vocational Training' outside the realm of its

responsibilities. This occurs at a time the above aspects have not yet got a chance to draw national plans for their sectors except through the bodies to which they are affiliated. One serious result of the neglect of planning for types other than illiteracy eradication is locking such a national council within a small circle apart from violating 'comprehensiveness' most urgently needed for the field. All that the Council could achieve since its establishment in 1971, in so far as planning is concerned, is the approval of the plan that had already been drawn by the Ministry of Education in 1970 and which is expected to continue until 1982/83.^(I68)

Such a defect has stirred the criticism of Abdel Megid, Planning Expert in the General Directorate of Adult Education, Ministry of Education (1975).^(I69) He throws the blame for the crippled mission assigned for the S.C.A.E.I.E. on the Presidential decree No. 311 of 1971 and Act 67 of 1970 which fell short of getting a comprehensive look at the field. He asks a simple question of the position of the S.C.A.E.I.E. after 10 or 20 years when illiteracy in Egypt is likely to be wiped out.^(I70)

If other types of adult education continue to be secluded from the realm of responsibilities of the S.C.A.E.I.E., this will deter the adoption of the 'integration-partnership' policy raised by the present study from three angles:

Firstly, the consolidation of the traditional narrow view at adult education recently condemned by the 'International Expert Panel on Adult Education and Development' (Egypt, 1975) ^(I71) for making the 'whole' equal to the 'part'.^(I72)

Secondly, weakening the possibilities of creating a spirit of partnership between various agencies involved in the provision of adult education such as the 'Popular Culture', 'Workers' Education', .. etc.

Thirdly, reinforcing fragmentation in planning for adult education and the work of each of its sectors. Hence, it is anticipated that comprehensive planning for the field will be made more and more difficult.

But, are there possibilities that the S.C.A.E.I.E. will be oriented so as to adopt the recommended policy for adult education? To answer, one has to state that the above difficulties concerning its structure and mission are likely to be overcome though, as will later be elaborated ^(I73) one great impediment is associated with the reluctance of the Ministry of Education to push forward the cause of adult education integration in the national system of education.

On the one hand, it is possible that the Council will adopt the recommended policy without a great need to cancel it and form another ^{Council.} The resort to the establishment of another Council with a 'comprehensive' mission meanwhile the S.C.A.E.I.E. is maintained is difficult for three reasons:

- I. It may lead to overlap in the undertaken tasks by the two councils.
2. Even if another council is formed at the same level of responsibility, both will eventually work for one common goal; the drawing of a national policy for the education of Egyptian adults.
3. Assuming the possibility of delegating responsibilities to some other council, it will inevitably call for the

representation of the same ministries and organizations already represented in the S.C.A.E.I.E.

The solution raised by the present study for solving the above dilemma calls for the formation of one 'National Council for Adult Education' assisted by four 'Supreme Councils' for the four major types of adult education. (I74)

On the other hand, it is uncertain that the 'integration-partnership' policy will be adopted by whatever council unless the Ministry of Education adopts such a policy first.

The Ministry of Education has got the greatest reservoir of human facilities including experts, consultants, administrators, teachers, ... etc. Besides, it has unequalled material facilities in the form of buildings, tools, equipment required for education at whatever age. Also, one must not ignore its clear influence, until the present time, over the educational zones in the 25 governorates.

What is of more importance is that the Ministry has got the position of leadership in adult education policies. The organized adult education efforts have, for a long time since the issue of Act IIO of 1944, been trusted to the initiation of the Ministry and its directorate for adult education.

The 1970 Act ascertains such a position in so far as the executive responsibilities are concerned. (I75) As for the matters of policy, the Presidential decree No. 3II of 1971 has maintained for the Ministry its prestigious position. The Minister of Education is the head of the S.C.A.E.I.E., while the Director-General of Adult Education Department of the Ministry is the Secretary-General of the Council. (I76)

Under the Egyptian system of bureaucracy, it is most likely that the views of the Minister be accepted by the members of the Council who represent various ministries and organizations. Such possibility runs in accordance with the current normative pattern of behaviour that can be deduced from Ammar's analysis:

"One of the important norms that govern the whole social structure is the weight and respect given to, and authority wielded by, the person who plays the role of the senior, normally chosen on age basis as well as on capacity to speak and argue well, besides other factors such as economic status and social prestige. This pattern which, in the smallest unit, is the authority of the father is extended to oldest capable member of the extended family, to the head of the clan and to the village councils that congregate spontaneously, having no formal composition." (I77)

The above analysis is quite plausible, and urges a scholar like Morsi (I78) to suggest that 'the official and non-official relations inside the system of bureaucracy are greatly determined by the same pattern.' (I79)

Hence, in so far as the adoption of the new adult education policy is concerned, the general atmosphere of the S.C.A.E.I.E. is likely to be favourable for the acceptance of the Minister's views. Yet, the question is whether the Minister of Education adopts, or is likely to adopt the 'integration-partnership' policy for adult education.

The answer to the above question forms the greatest difficulty before the adoption of the recommended policy. Official documents as well as the pronouncements of the Minister are not encouraging in this concern.

On the one hand, the Minister is haunted by the idea that the Ministry has already got a burden of formal education which is too heavy to be carried together with the burden of adult education. (I80) This is understandable in the light

of the Ministry's responsibility towards the education of about 7 million students studying at 13.000 educational institutions including primary, preparatory, secondary and higher education.^(I81)

He has declared before the People's Assembly (1977) that the policy of education in Egypt is based on the principles of 'integrity' and 'comprehensiveness'.^(I82) In a sense, this may be taken as an encouraging indicator for the Ministry's adoption of integration between all forms and sectors of education within a comprehensive national whole. Unluckily, the principle of 'integrity' as the Minister takes it, is only applied to formal education at various stages. Not a word was said about adult education. In a word, it is integrity with the exclusion of adult education.

Such passivity on the part of the Ministry of Education towards the integration of adult education within the national system of education is likely to improve in future when the Ministry comes to realize that the individual whom she looks after is not necessarily the individual who pursues his education up to the end of primary, secondary or even higher education. It is the individual at whatever age, or in other words the lifelong education policy that the October Working Paper (1974) preaches and which the Ministry of Education itself adopts in the 'Strategy of the Five-Years Plan (1978-1982)'.^(I83)

Professor El-Koussy, a most eminent figure in educational planning in Egypt, adopts a trend which differs from that of the Minister. He argues (1976)^(I84) that the education of adults is closely associated with the education of the young.

As the former creates the atmosphere for the education of the young, it is, hence, a 'cause' and 'consequence' in the meantime. From this point, El-Kousy preaches the inseparability of planning for 'formal' and 'adult' education. From this, he proceeds to the conclusion that:

"adult education must be taken into account when planning and organizing formal education. It should not be regarded as an independent entity or a sort of luxury, but a right for the citizen and an important factor for social and economic development, and an indivisible part of the whole educational process." (I85)

El-Kousy's progressive call runs in line with the recent world trends in the field of adult education. It echoes what the Third International Conference on Adult Education (Tokyo, 1972) has recommended under the heading: 'Recognition of adult education as an essential sector of the educational system ...' (I86) Three of the items included in the Conference's recommendation are of special relevance to the present arena of debate. Member States were recommended to: (I87)

"Give due recognition to adult education as an essential sector of their educational systems,"

"Integrate the planning and execution of adult education programmes with overall national education planning;"

"Make all ministries and government departments aware of the fact that they are all to some extent involved in adult education and that they should, therefore, support the central body responsible for co-ordinating it;"

The case with the N.C.E.S.R.T. is, generally, more promising for the adoption of the 'integration-partnership' policy for adult education. The Council is not lacking in the belief in the urgency of putting a comprehensive policy for adult education.

However, a trace of such progressiveness could not be found in the report of its first session (June-September 1974), where the Council confined its conception of 'adult education' to mere illiteracy eradication. What is more, the Council's 'Committee for Illiteracy Eradication and Adult Education' showed strong inclination to confine its work to illiteracy eradication. (I88) Other aspects, such as 'Workers' Education', 'Popular Culture' or 'Adult Vocational Training' were naturally excluded from the Committee's realm of interest.

In another sense, such confinement may be taken as an inclination for the Council's withdrawal ^{as part of} from its responsibilities as the highest body for educational policies at the national level. This may be deduced from the justification given for the above confinement by the Committee:

"Adult education in its broad concept is within the responsibility of other committees or of the 'National Council for Culture and Arts'(I89)

Looking at such justification in the light of the Presidential decree No. 615 of 1974 which specifies the functions of each of the 'Specialized National Councils' makes the above justification rather an attempt to diffuse the task. Article I4 of the above Presidential decree entrusts the 'National Council for Culture and Arts' with 'Studying and suggesting general policies for the development of national potentials in fields of culture, arts and information.' (I90) Culture is taken in the sense of music drama, cinema, folklore and other fine arts which is clear from the article's interpretation of the Council's mission as 'intensifying the awareness of national cultural and humanistic values capable of elevating the level of human behaviour.' (I91)

On the other hand, article 13 of the same Presidential decree entrusts the N.C.E.S.R.T. with 'Studying and suggesting general policies for the development of national potentials in the fields of education, scientific research and technology.' (I92)

It is thus clear, that 'adult education' in its broad sense is meant to be within the realm of the Council's interests. This is also the sense taken by Radwan, Secretary of Committee and head of Teachers' Syndicate (I975) (I93) who believes that, with the establishment of the N.C.E.S.R.T. 'it has become the highest body as regards the educational policies to be submitted to President of the Republic.' (I94)

The above attempt at withdrawal from the 'comprehensive' look at adult education on the part of the N.C.E.S.R.T., *though with drawn out discussions,* may be accounted for by two considerations:

Firstly, that the Council, with its 'Committee for Illiteracy Eradication and Adult Education' was in the first year of establishment. Dimensions of its mission were still on the way of specificity in the minds of its members and experts.

Secondly, that the above Committee was aware of the complications involved in the adoption of the comprehensive look at adult education. One preliminary task that must have haunted the minds of its members, is concerned with the necessity of making a comprehensive survey of the agencies working in the field and the role to be attached to each.

In later reports of the Council, including its second session (October 1974-July 1975) and the third (October 1975-July 1976) there are encouraging indicators of the Council's adoption of the 'comprehensive' outlook in dealing with adult education.

From three angles the new trends of the N.C.E.S.R.T. are likely to support the adoption of the 'integration-partnership' policy for adult education in Egypt.

On the one hand, the Council has come to condemn the narrow concept for adult education that has, for a long time locked the efforts within the narrow circle of illiteracy eradication. A call is raised in its third session that it is no more fitting that adult education in Egypt will remain a 'mere remedial service' for those who have not attended school or those who have partly joined it. (I95) Such narrow concept is responsible for the separation between the exerted efforts in the field and the national goals they are supposed to serve. In this respect, the Council made it clear that:

"adult education should be looked at within the framework of national comprehensive goals that aim at the realization of education's democracy and the creation of a society dominated by education ... " (I96)

In the second place, the N.C.E.S.R.T. condemns the alienation of adult education from the national system of education. The comprehensive outlook at adult education is taken in the report of its third session, as a 'necessary feature of adult education'. (I97) More important still is that the report calls for ^{new} place for adult education on the map of national education:

'It should not be looked at as a separate aspect, but within the framework of a comprehensive ^{system} of education.' (I98)

In the third place, the inspecifity in matters of policy formulation and execution, in so far as adult education is concerned, is under severe criticism by the Council. (199) It has come to admit the incapability of the S.C.A.E.I.E. to shoulder the responsibilities assigned for it by the 1970 Act. The Council's recommendation in this concern includes the establishment of an independent body with branches in all governorates. One minister will be specifically appointed as head of the intended body. The body must be given the authority to co-ordinate between the agencies involved as well as enough financial allocations and specialists. (200)

The new policy trends raised by the N.C.E.S.R.T. are presented in line with an attempt by the Council to give its conception of lifelong education to be applied in Egypt. The Council envisages a re-organized educational ladder. According to it the educational system is to be divided into educational stages each divided into cycles (halakāt). The pre-primary stage until the age of six is divided into two cycles. Primary education is made into two cycles, the first of which continues until the age of ten, followed by another that focuses on the social, environmental, cultural and scientific content of the subjects taught. The secondary stage which comes next encompasses both preparatory and secondary. The stage has also got two cycles the first of which is for observation, discovery and orientation, what the Council describes as 'general polytechnic stage'. (201) According to the child's cumulative record, he is directed by the end of it either to one training centre or continue his secondary education. The second sycle of the secondary stage

stands for the 'old secondary stage'. It is a comprehensive school where students study two groups of subjects:

- a) basic subjects including religion, languages, mathematics, science and technology, arts, military training, and physical education.
- b) optional subjects which vary from one school to another.

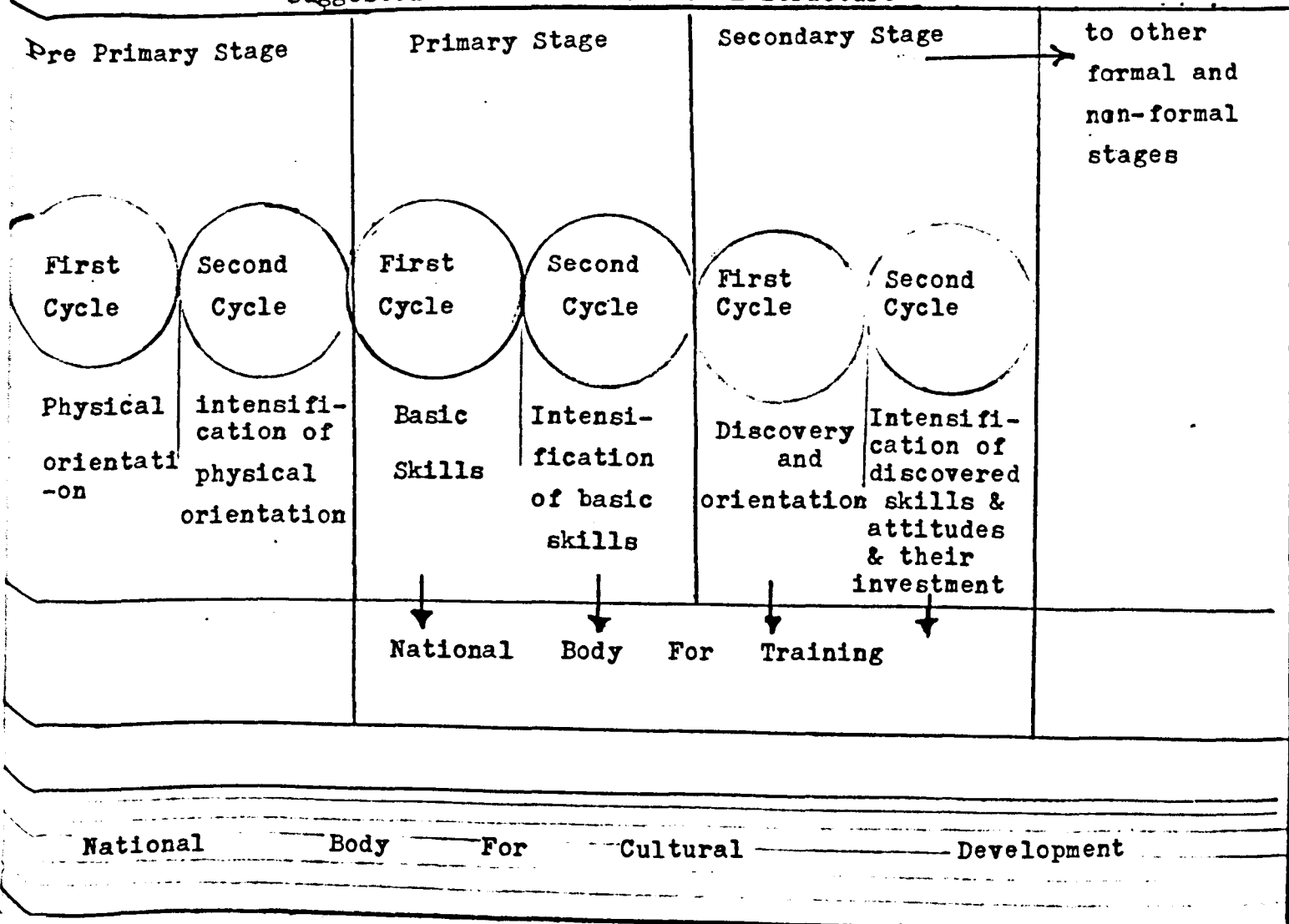
After the end of secondary stage, students are oriented either to university or to vocational training centres according to their capacity. (202)

What directly concerns the present study of the N.C.E.S.R.T.'s project is the recommendation to establish a 'National Body for Cultural Development' which is supposed to run parallel to the above cited educational stages allowing recurrence and elasticity between 'study' and 'work' throughout an individual's life. (203)

The Body is shown in Figure II.I

Figure II.I

The proposed 'National Body for Cultural Development' amidst the suggested national educational structure (204)



The envisaged mission of such a body is to help all those who like to develop their culture without regard to their educational level. Hence, its clientele are likely to form a wide range of adults each pursuing his cultural concerns whether he is barely literate or holder of the highest university degree. Thus, the fragmental divisions of adult education types are likely to dissolve within one comprehensive whole. Moreover, the suggested body is likely to serve the adoption of the 'integration-partnership' policy for adult education from three angles:

Firstly, the integration of the adult education forms within the overall national educational structure. This is likely to help in giving adult education in Egypt the identity that it has for long strived to get. It will also solve problems of finance and other related problems that have always been aggravated by the marginality of the adult education sector. Secondly, it will create channels between formal education stages on the one hand, and adult education on the other. Thirdly, within the unified adult education service, partnership between various agencies involved will be easier.

The way by which the N.C.E.S.R.T. has come to diagnose the drawbacks of the current policy for adult education is to the writer's way of thinking a sound one. It actually touches upon the 'marginality' of the adult education sector within the national system of education, its defected narrow conception, and the 'fragmentation' of the agencies working in the field and weak spirit of co-operation between them. By itself, the diagnosis must be taken as an encouraging indicator.

However, fears rise as to the Council's adopted policy trends. On the one hand, they are too briefly stated to answer all the questions related with the envisaged adult education sector. They are more of 'broad lines' than of an intensively studied policy that encourages comment on the part of various bodies concerned. For example, the submitted sketch gave no idea of how the varied agencies working in 'illiteracy eradication', 'workers' education', 'popular culture' and 'adult vocational training' are to be brought to work together whether from the technical or administrative point of view.

Another question is raised concerning the basis on which the Council came to adopt the given broad lines and recommend them as national policy. It is relevant to know whether they have come after intensive studies based on reliable calculations on the economic, cultural and social conditions of the country, and whether they have taken into account the response of the involved agencies and pressure groups. Unless these are taken in the Council's consideration, there is possibility that they will not succeed when they are implemented, the same defect that has always crippled educational reforms in Egypt.

El-Koussy (1977)⁽²⁰⁵⁾ puts it from his very long experience as an educational planner, a university professor, consultant to the Ministry of Education, and a present member of the 'Illiteracy Eradication and Adult Education Committee' of the N.C.E.S.R.T. that:

".. it appears that although the necessary policies, plans, goals and strategies are formulated on highly efficient levels, the execution and performance are not carried out with the same degree of efficiency, and in all cases an apparent gap between planning and performance is clear. (206)

One last question is concerned with the possible influence of the N.C.E.S.R.T.'s adult education policy trends on the other agencies involved as well in formulating national adult education policies, as the S.C.A.E.I.E. for example. The order of steps followed is that the N.C.E.S.R.T. submits its views and recommendations to President of the Republic. Through his consultants, President directs the executive or legislative authority or other bodies to take further action. The important thing is that a direct link between the N.C.E.S.R.T. and the S.C.A.E.I.E. is still unfound unless it is through personal contact. This may lead to duplication and waste of effort if the latter is working on the same issue. The adoption of contradicting policies, or at least different ones from those of the N.C.E.S.R.T. may occur without necessary co-ordination between both.

Notes - Chapter Eleven

I. Studies that deal with adult education in Egypt in some depth are, generally, very rare. One example worth mentioning is: GALAL, A. F. A. K., 'Adult education in the U.A.R. (Egypt) with special reference to the work of selected organizations', op.cit. Studies other than Galal's are mostly articles or booklets dealing with one aspect or another of adult education.

2. Vide supra, *Chapter 9*. pp. 445-451.

3. LOWE, J. 'Introduction', in J. Lowe (ed.) Adult education and nation building, op.cit., pp. 2-3.

4. Act 67 of 1970, op.cit., article 4.

5. ibid.

6. see pp. 658-666.

7. Presidential decree No. 311 of 1971, op.cit. article I.

8. see pp. 605-606.

9. Presidential decree No. 311, op.cit.

10. INFORMATION DEPARTMENT. The 30th of March Declaration. Cairo: 1968.

The Declaration states that the 'modern State' is only founded on science and technology. From hence, it called for the establishment of 'specialized councils' on the national, political and technical levels as a 'necessity for modernity'.

11. The Permanent Constitution of the Arab Republic of Egypt, 1971. op.cit., article 164.

12. Presidential decree No. 615 of 1974. op.cit., article I.

13. ibid. article 13.

14. Report on the development of education during 1974/1975 - 1975/1976. op.cit.

15. ibid. p. 7.

16. Report of the N.C.E.S.R.T.'s first session. op.cit., p. II.

17. HATEM, M. A. K. "About the Councils", The Specialized National Councils Magazine (scientific quarterly magazine), No. I, June 1976. p. 5.

18. see the structure and names of members in, Information Bulletin of the National Specialized Councils, No. I, January 1976. pp. 7-12.

For the commentary on such structure, see:

EBAID, A. H. 'On the philosophy of the educational system and its educational structure: comparative review', abstracted from the Year Book of Education and Psychology (Egypt), 1974 . pp. 237-242.

(Arabic text).

19. EBAID, A. H. *ibid.* pp. 241-242.
20. HATEM, M. A. K. *op.cit.*, pp. 5-6.
21. Report of the N.C.E.S.R.T.'s second session. *op.cit.*, pp. 91-107.
22. *ibid.* pp. 94-98.
23. *ibid.* p. 94.
24. *ibid.* pp. 101-102.
25. Statute of the Arab Socialist Union, December 7, 1962.
in ALDERFER, H. F. et al. Local government in the United Arab Republic, 1964.
Cairo: Institute of Public Administration, 1964. Appendix III, pp. 65-83.
26. *ibid.* p. 65.
27. The Permanent Constitution, *op.cit.*, article 5.
28. *ibid.*
29. MAYFIELD, J. B. Rural Politics in Nasser's Egypt, *op.cit.*, p. 126.
30. EL-SADAT, President M. A. Paper for the development of the Arab Socialist Union, presented before the National Congress of the A. S. U.
Cairo: 1971. (Arabic text).
31. Act 67 of 1970, *op.cit.*, article I.
32. *ibid.* article 5.
33. Report raised to Secretary of Social Services and Services Committee.
op.cit., pp. 1-8.
34. Act 40 of 1977 for the regulation of the establishment of political parties in Egypt.
35. The Permanent Constitution, *op.cit.*, article 86.
36. *ibid.* article 87.
37. *ibid.*
38. HILMI, M. The constitutional system of the United Arab Republic.
Cairo: Dar al-Fikr al-Arabi, 1965. pp. 211-212. (Arabic text).
39. Report on the development of education during 1974/1975 - 1975/1976.
op.cit., p. 8.
40. see the structure of the N.C.E.S.R.T. in Report of the N.C.E.S.R.T.'s second session. *op.cit.*, pp. 91-107.
41. HATEM, M. A. K. "Introduction", The Specialized National Councils' Periodical, Year I, No. I, January 1976. p. (d). (Arabic text).
42. The Permanent Constitution, *op.cit.*, article 142.
43. Report on the development of education during 1974/1975 - 1975/ 1976.
op.cit., p. 7.
44. *ibid.*, p. 8.
45. *ibid.*
46. SAIF, S. A. and FAYEK, S. E. M. *op.cit.*, p. 18.
47. EL-AFIFI, Y. Adult education in Egypt. Cairo: Ministry of Education, 1958. p. 29. (Arabic text).

48. SAIF and FAYEK, op.cit., p. 71.
49. GALAL, A. F. K. 'Adult education in the United Arab Republic', op.cit., p. 219.
50. ibid.
51. SAIF and FAYEK. op.cit. p. 71.
52. EL-SADAT, President M. A. Speech before the parliamentary committee, op.cit.
53. SAIF and FAYEK, op.cit., pp. 71-72.
54. Vide supra , p.p. 452-454.
55. SAIF and FAYEK, op.cit., p. 83.
56. see vide supra p. 605.
57. Presidential decree No. 311 of 1971, op.cit., article I.
58. MORSI, M. M. op.cit., pp. 132-133.
59. Ministerial order No. 48 of June, 6, 1973. article I, item II.
60. ibid.
61. Ministerial order No. 89 of April 2, 1972. op.cit., article 3, item 5.
62. ibid. article 2.
63. ibid article 3 item 7.
64. Presidential decree No. 57 of 1971.
65. ibid.
66. ALDERFER, H. F. et al. op.cit., p. 76.
67. This latter is called 'Amāna mosaid 'ah limaho al-ommeya' (Assistant Secretary for Illiteracy Eradication).
68. MORSI, M. M. op.cit., p. 134.
69. ibid. p. 35.
70. in GALAL, A. F. K. 'Adult education in the United Arab Republic', op.cit. p. 219.
71. C.A.P.M.S. Statistical Year Book of the Arab Republic of Egypt 1952-1973. Cairo: C.A.P.M.S., October 1974. p. 248.
72. ALDERFER, H. F. et al. op.cit., p. 56.
73. ibid. Note that the executive regulations relating to Law 124 of 1960 are published in ALDERFER et al., ibid. Appendix II.
74. ibid. pp. 54-56.
75. MAYFIELD, J. B. op.cit., pp. 199-200.
76. see EL-DIFRAWI, A. F. Local administration and rural development. Cairo: Agency for Establishment and Development of Egyptian Village, January 1977. p. 25. memeographed. (Arabic text).
77. MORSI, M. M. op.cit., p. 158.
78. Report on the policy of education. op.cit..

79. MINISTRY OF HIGHER EDUCATION. Report of the Committee for Human and Social Studies. Cairo: 1963. p. 3. (Arabic text).
80. MINISTRY OF HIGHER EDUCATION. Report of the Committee for Basic Sciences. Cairo: 1963. pp. 16-17. (Arabic text).
81. FACULTY OF EDUCATION, AIN SHAMS UNIVERSITY. Report of the Faculty on the training of teachers for preparatory and secondary stages in the United Arab Republic. mimeographed. 1964. p. 10.
see the trend in detail in:
- SOLIMAN, S. G. 'Comparative study of the education of general secondary school teachers in the United Arab Republic and some foreign countries: the U.S.A., Soviet Union and England. Unpublished M.A. thesis, Faculty of Education, Ain Shams University, June 1968. pp. 86-99. (Arabic text).
82. see SOLIMAN, S. G. *ibid.* pp. 38-85.
83. Journal of Education- (Specialized quarterly magazine), issued by the Association of graduates of institutes and faculties of education in Egypt.
84. see Conference of 'Education in a Modern State' (Cairo. 20-23 Feb. 1971), Ministry of Education, 1971. pp. 15-22.
- It is to be noted many of the studies presented by the Conference were by staff members of the Faculty of Education, Ain Shams University. They also participated in all the committees of the Conference. In the 'Curricula, Set-books and Teaching Aids' committee. for example, 15 out of its 29 members were from that faculty.
85. Through various programmes for in-service training undertaken by the Faculty of Education, Ain Shams University for employees at many levels.
86. A.L.E.S.C.O. 'Second Regional Conference on the Evaluation of Illiteracy Eradication in Arab States from 1966 - 1971. (Alexandria: 14-20 December 1971). Final Report. p. I (Arabic text).
87. A.L.E.S.C.O. The Arab Literacy and Adult Education Organization (ARLO): its past, present and future. Cairo: A.L.E.S.C.O., 1977. p. II (Arabic text).
88. see Education of the Masses (specialized periodical issued by ARLO), Year 3, No. 7, September 1976. (Arabic text).
89. A.L.E.S.C.O. The Arab Literacy and Adult Education, op.cit. pp. 22-23.
90. Law No. 79 of 1969.
91. MORSI, M. M. op.cit., p. III
92. *ibid.* p. II0.

93. UNITED ARAB REPUBLIC, MINISTRY OF WAQFS AND AL-AZHAR AFFAIRS.
Al-Azhar: its history and development. Cairo: Ministry of Waqfs and
Al-Azhar Affairs, 1964. p. 368. (Arabic text).
94. *ibid.*, p. 453.
95. WAHBA, M. Cultural policy in Egypt. *op.cit.*, p. 26.
96. *Vide supra*, pp. 449-450.
97. Act IIO of 1944, *op.cit.*, article 2.
98. PRESIDENCY OF THE REPUBLIC, SPECIALIZED NATIONAL COUNCILS.
Illiteracy eradication and adult education: plan and studies.
Cairo: N.C.E.S.R.T., July 1977. (Arabic text).
99. *ibid.* p. 9.
- IOO. Act 67 of 1970, *op.cit.*, article I.
- IOI. *Vide supra* - Chapter 9, p. 451.
- IO2. Act 67 of 1970, *op.cit.* articles 4 and 7.
- IO3. See pp. 660 - 663
- IO4. The Permanent Constitution, *op.cit.*, article 86.
- IO5. *Vide supra*, Chapter 12, pp. 613 - 614.
- IO6. The Permanent Constitution, *op.cit.*, article IO9.
- IO7. *ibid.* article IO7.
- IO8. Report of the N.C.E.S.R.T.'s first session, *op.cit.*, p. I7.
- IO9. see Presidential decree No 3II of 197I, *op.cit.*, article I.
- II0. Report of the N.C.E.S.R.T.'s second session. *op.cit.*, p. 94.
- III. EBAID, A. H. 'On the philosophy of the educational system...',
op.cit., pp. 241-242.
- II2. GALAL, A. F. K. 'Adult education in the United Arab Republic...',
op.cit.
- II3. *ibid.* p. I5.
- II4. GALAL, A. F. K. "Adult education between literacy and continuous
education", Journal of Modern Education (issued by the American
University, Cairo), Special issue on adult education, Vol. 43,
No. 2, December 1969.
- II5. *ibid.* p. I27.
- II6. ABDEL-MEGID, M. *op.cit.*, pp. IO8-123.
- II7. *ibid.*, p. IO9.
- II8. *ibid.*, p. IO8.
- II9. *ibid.*, pp. IO9-II2.
- For detailed argument see Chapter 9 of the study.
- I20. see Chapter 9 of this study, pp. 516-523.
- I2I. WAHBA, M. *op.cit.*
- I22. *ibid.* p. p. IO.
- I23. EL-GHANNAM, M. A. *op.cit.*

- I24. *ibid.*, p. II.
- I25. GALAL, A. F. K. "Adult education between literacy and continuous education", *op.cit.*
- I26. AFIFI, M. E. H. 'The concept of adult education', in A.L.E.S.C.O., The science of adult education, Vol. I, *op.cit.*, pp. 2I-60.
- I27. EL-SAYED, F. E. B. "Adult education: its history- concept and aims", Journal of Modern Education (The American University, Cairo), Year 43, No. 2, December 1969. pp. IO8-I22. (Arabic text).
- I28. *ibid.* pp. II4-II5.
- I29. UNESCO, The Second World Conference on Adult Education (Montreal, 1960), *op.cit.*
- I30. UNESCO, Third International Conference on Adult Education (Tokyo, 1972) *op.cit.*
- I31. FAHMY, M. S. A tentative plan for the future development of the educational system in the U.A.R.. Cairo: The Institute of National Planning, 1964. memeo, No. 398. p. 2.
- I32. AMIN, G. A. The modernization of poverty: a study in the political economy of growth in nine Arab countries 1945-1970. Social, Economic and Political Studies of the Middle East, Vol. XIII. Leiden: E. J. Brill, 1974. p. 68.
- I33. Report of the N.C.E.S.R.T.'s first session, *op.cit.*, p. 3I.
- I34. KOTB, Y. S. E. "Educational reform in Egypt: our need for a new look at reform", Journal of Education (Egypt), Year 35, No. I, November 1972. pp. 3-6.
- I35. *ibid.* p. 3.
- I36. The October Working Paper, *op.cit.*, p. 69.
- I37. *ibid.*, pp. 69-70.
- I38. *ibid.*, p. 70.
- I39. *ibid.*, pp. 70-7I.
- I40. *ibid.*, p. 72.
- I4I. Adult education: a plan for development (The Russell Report), *op.cit.*
- I42. *ibid.*, p. 3, para. 9.4.
- I43. SABER, M. E. D. 'Introduction', in A.L.E.S.C.O., The science of adult education, Vol. I. *op.cit.*, p. 5.
- I44. *ibid.* p. 6.
- I45. FAURE, E. et al, Learning to be: the world of education today and tomorrow (The Faure Report), *op.cit.*, p. I82.
- I46. UNESCO, Third International Conference on Adult Education, Final Report, *op.cit.*, p. I9.
- I47. *ibid.*, p. 39.

- I48. ARAB REPUBLIC OF EGYPT, NATIONAL CENTRE FOR EDUCATIONAL RESEARCH.
Summary of the Centre's schemes for the revision and development of the educational process. Cairo: The Documentation Centre, June 1974. (Arabic text).
- I49. *ibid.* p. 8.
- I50. Report of the N.C.E.S.R.T.'s third session, *op.cit.*, pp. 29-31.
- I51. WALI, A. E. G. 'Regional Center for functional literacy in rural areas for the Arab states', in Y. S. E. ^{Katb,} (ed.) Education and the Modernization of Egypt: selections from seminars organized by Ain Shams University, Cairo for the American Association of Colleges for Teacher Education . Cairo: Ain Shams University Press, 1974. p. 209.
- I52. Minister of Education's address before the People's Assembly, Feb. 1977. *op.cit.*
- I53. *ibid.* pp. 5-8.
- I54. The Five-Year Plan 1978-1982, Vol. 2. (Egyptian Man). *op.cit.* pp. I-2 and I2-I5.
- I55. AFIFI, M. E. H. Education and social change. 4th edition. Cairo: The Anglo Egyptian Bookshop, 1975. (Arabic text).
- I56. *ibid.*, pp. 363-366.
- I57. AFIFI, M. E. H. 'The concept of adult education', *op.cit.* p. 50.
- I58. *ibid.*, p. 51.
- I59. *ibid.*
- I60. SAMAN, W. I. 'Role of Higher Education in lifelong education', Paper submitted to the Symposium on the Role of Higher Education in Lifelong Education (Moscow, 18-20 June 1974).
- I61. *ibid.* p. 2.
- I62. *ibid.*
- I63. MOTAWEH, I. E. 'Life-long education with special reference to the secondary school in Egypt', Paper submitted to the World Council for Curriculum and Instruction (WCCI) - 1977 World Conference on Education. (Istanbul, Turkey, 13-25 August 1977). Tanta: Faculty of Education, 1977.
- I64. *ibid.* pp. 5-20.
- I65. KELLY, T. "Two reports: 1919 and 1973", *op.cit.*, p. 116.
- I66. See Chapter 10. pp. 588 - 590.
- I67. Act 67 of 1970, *op.cit.*, article 4.
- I68. See Chapter 9.
- I69. ABDEL-MEGID, M. A. *op.cit.*
- I70. *ibid.* pp. 120-121.
- I71. Final Report of the International Expert Panel on Adult Education...., *op.cit.*
- I72. *ibid.* p. 13.
- I73. See Chapter 12, pp. 689 - 690.
- I74. See Chapter 10, pp. 587 - 590.

- I75. Act 67 of I970, op.cit., article 5.
- I76. Presidential decree No. 3II of I97I, op.cit., article I.
- I77. AMMAR, H. op.cit., p. 47.
- I78. MORSI, M. M. 'The control of general education in State schools in the U.A.R. (Egypt) with special reference to the role of the Ministry of Education. Unpublished Ph. D thesis, University of London, Institute of Education, I969.
- I79. ibid., p. 42.
- I80. Minister of Education; address to the People's Assembly, op.cit., p. 24.
- I8I. ibid. p. IO.
- I82. ibid. pp. I3-I5.
- I83. The Five-Year Plan I978-I982, Vol. 2. op.cit. pp. I4-I5.
- I84. EL-KOUSY, A. E. 'An introduction to the science of adult education', in A.L.E.S.C.O., The Science of Adult Education, Vol. I. op.cit. pp. II-I8.
- I85. ibid. p. I7.
- I86. Final Report of the Third International Conference on Adult Education, op.cit., p. 44.
- I87. ibid. p. 45.
- I88. N.S.E.S.R.T. COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Report of the Committee on its conception, op.cit., pp. I-5.
- I89. ibid. p. 2.
- I90. Presidential decree No. 6I5 of I974, op.cit., article I4.
- I9I. ibid. article I4, item (2).
- I92. ibid. article I3, item (I).
- I93. RADWAN, M. M. op.cit.
- I94. ibid. p. I7.
- I95. Report of the N.C.E.S.R.T.'s third session. op.cit., p. 77.
- I96. ibid.
- I97. ibid.
- I98. ibid.
- I99. ibid. p. 78.
200. ibid. pp. 8I-82.
- 20I. ibid. pp. I20-I28.
202. ibid. p. I25.
203. ibid. pp. 8I-82.
204. ibid. p. I33.
205. EL-KOUSY, A. A. "The need for change", The Specialized National Councils' Magazine, No. 4, June I977. pp. 42-53.
206. ibid. p. 42.

Chapter Twelve

Workability of the Solution in Egypt's Initial Conditions

2. Policy Implementation

The achievement of adult education integration in the national system of education, and the creation of close partnership among various agencies involved in the provision of adult education service is the core of the solution raised by the present study, but it is not sought as an end in itself. It is rather a means for the effective penetration of the Egyptian masses by an adequate adult education service. Such penetration is assumed to be capable of narrowing the gap that has created the inconsistency (intellectualized in chapters 2,3 and 4 of the study) between the modernity proposals on the one hand, and the inaptness of the adult masses, both in terms of their internalised attitudes and skill, on the other.

If the difficulties in the way of adopting the recommended policy (elaborated in chapter II of the study) are likely to be overcome, there remains the need to investigate the possibilities of "implementing" such a policy which raises three major questions:

1. To what extent are the institutions involved in the implementation of the recommended policy capable of undertaking effectively the required tasks?

The answer to such a question probes the 'institutional' difficulties that are likely to stand in the way of implementing the proposed policy for adult education.

2. To what extent is the Egyptian adult clientele, for whose interests the policy is designed and implemented likely to respond to the efforts made to attract them to join the adult education classes? The answer to such a question probes the most influential 'normative' aspect that is likely to affect the implementation of the policy.

3. To what extent are the country's resources of whatever kind: demographic, agricultural, mineral, etc., likely to answer the financial requirements needed for the implementation of the expansionary service among Egyptian adults ?

The answer brings to focus the 'environmental' conditions of the country.

In the light of the investigation of all three aspects: the 'institutional', the 'normative' and the 'environmental', it is possible to level the ground for the judgement of probabilities of implementing the future adult education policy.

I. Institutional

Bodies Involved in Adult Education Policy Implementation

(1) At the national level

Ministry of Education:

According to the regulations laid by Act 67 of 1970, the executive responsibilities at the national level are mainly the concern of the Ministry of Education to undertake through the A.S.U.⁽¹⁾ All other ministries, associations, and public organizations are to help the Ministry of Education by allowing adequate educational chances for illiterate adults affiliated to them.⁽²⁾

Almost all the executive tasks of implementation at the national level are thrown on the Ministry of Education.

Article 5 of the above act specifies such tasks as follows:

1. Putting the executive plan for study and programmes of adult education and illiteracy eradication.
2. The follow-up and execution of programmes and projects of adult education and illiteracy eradication.
3. All tasks related with preparing, printing and distributing books and educational means.
4. Supervising the training of inspectors and adult educators together with means and methods of adult teaching.
5. Performing experiments and researches for the development of adult education and illiteracy eradication.
6. Suggesting the distribution of the annual budget over governorates in the light of the needs of each.
7. Co-ordinating the efforts between the concerned body for adult education and illiteracy eradication, on the one hand, and educational zones and directorates in various governorates, on the other.
8. Issuing the directives, memoranda and orders that regulate the work in adult education and illiteracy eradication within the range of the Ministry's concern.
9. Supervision of all centres for the teaching of illiterates.
10. Supervision of the performance of tests for learners and the issue of certificates indicating their success.⁽³⁾

Through the Ministry's inspectors attached to the General-Directorate for Adult Education, it is possible for the Ministry to follow-up the technical standard by which the plans are executed in various governorates.

(ii) At the regional level

a. Educational Zones

The executive responsibilities at the regional level are largely left in the hands of the educational zones and directorates. The realm of their responsibilities, which are undertaken through the 'Adult Education Office' attached to the Director for Primary Education in most cases, is similar to what the Ministry of Education undertakes at the national level. In the light of the executive plans drawn by the S.C.A.E.I.E. the 'Adult Education Office' is responsible for all matters associated with 'technical supervision' on adult education classes including the training, follow-up and examinations. The S.C.A.E.I.E. has defined the tasks of such offices as follows:

- i. Technical supervision on study in all illiteracy eradication centres.
- ii. Preparation of training programmes for inspectors and teachers on means and methods of adult teaching.
- iii. Appointment of personnel including heads of centres, supervisors and teachers.
- iv. Follow-up of the reports sent to the zone or directorate as regards work in various centres.
- v. Preparation of periodical reports on the work throughout the governorate to be submitted to the P.C.A.E.I.E.
- vi. Supervision of periodic and final examinations in the light of the regulations put by the S.C.A.E.I.E. in this concern.
- vii. The issue of orders to regulate work in the light of resolutions by the P.C.A.E.I.E.

b. P.C.A.E.I.E.

Though its work is mostly one of 'policy adoption', as has already been referred to in chapter II,⁽⁵⁾ the P.C.A.E.I.E. is involved as well in some executive tasks. Apart from its role in the propaganda and information, preparation of the budget and distributing it over all units of the governorate, and the co-ordination between various agencies involved in provision, all other tasks are the ones undertaken by the educational zones and directorates. The Ministerial order No. 89 of 1972 has defined for the P.C.A.E.I.E. the following tasks:

- i. Supervision of the training of inspectors and teachers on means and methods of adult teaching.
- ii. Putting a system by which the supervision of the execution by various agencies is made possible.
- iii. Supervision of the process of providing illiteracy centres with teaching aids and books together with tools and equipment.⁽⁶⁾

This duplication between the realm of responsibilities attached to the educational zones and directorates, on the one hand, and the P.C.A.E.I.E. on the other, leads to fluidity. It is the right of the 'Adult Education Office' of the zone or directorate to supervise the training of teachers and inspectors involved in adult education. This is understandable in the light of the human potentialities of the zones or directorates. Stating it to be the task of the P.C.A.E.I.E. signifies unjustifiable duplication. Amidst such fluidity, it becomes difficult to locate the responsibility for certain inadequacies.

(iii) At the local level

The executive responsibilities for the levels below the regional is left unattempted by Act 67 of 1970. It is, however, made the responsibility of the P.C.A.E.I.E. in collaboration with town and village councils.

The responsibility of execution is eventually entrusted to teachers recruited regionally or locally from among primary school teachers, 'Public Service' recruits⁽⁷⁾ and retired men of education together with some volunteers from the A.S.U. members.⁽⁸⁾

Anticipated Institutional Difficulties

The above institutional structure raises some uncertainty in so far as the implementation of the recommended adult education policy is concerned.

First among the difficulties is the growing incapability of the Ministry of Education to undertake the wide range of executive responsibilities laid upon her by the 1970 Act. On behalf of the Ministry, Professor Mustafa Helmy, the Minister, has declared since 1975⁽⁹⁾ that such tasks are more than what the Ministry can afford at present. Looking after seven million students at various stages of formal education leaves no energy to be devoted by the Ministry to adult education. Before the People's Assembly (February 1977) he announced that in both the 'Government' and 'Mass' sectors there are between 9-12 million illiterate individuals who have to be provided by an educational

service.⁽¹⁰⁾ Quoting the Programme of National Action, presented by the President of the Republic (1971) the Minister declared that such a task is supposed to be undertaken by the A.S.U. and Trade Unions.⁽¹¹⁾ The conclusion that he wanted to ascertain before the Assembly members is that:

"It is faulty to imagine that the bodies of the Ministry of Education can by themselves shoulder the responsibility seriously and objectively meanwhile they have to attend to the education of seven million individuals." (12)

The S.C.A.E.I.E., of which the Minister of Education is the chairman, and the Director-General of Adult Education Department is the Secretary-General, will face serious difficulties in case the Ministry of Education withdraws from the executive tasks. The Council has so far not commented on such withdrawal, but it seems that it is convinced of the Ministry's incapability to shoulder the executive tasks of adult education together with its own heavy burden of formal education.

The N.C.E.S.R.T., on its part, has assured its conviction of the justifications that the Ministry has given for withdrawal. It discussed such a matter in the presence of the Minister himself and approved of the justifications given.⁽¹³⁾ One outlet that the N.C.E.S.R.T. thought of was through the establishment of a national body with branches in each governorate. Meanwhile, the Ministry's role will be confined to three tasks: Firstly, blocking the sources of illiteracy at the earlier age through attending to ^{the} accomplishment ^{of} the full absorption capacity of all children within the compulsory age in primary schools.

Secondly, eradicating the illiteracy of the Ministry's employees. Thirdly, providing advice for various providing agencies through the Ministry's technical body.^(I4)

In specifically two matters the withdrawal of the Ministry is likely to affect future adult education policy implementation: technical personnel namely teachers, and the availability of buildings. On these two the effectiveness of the implementation of future adult education policies will depend. They call for detailed attention in the present chapter.

Teachers for Adult Education Classes

Act 67 of 1970 has left the matter of the choice of teachers for adult education and illiteracy eradication classes to be regulated by the S.C.A.E.I.E.^(I5) Studies in the field^(I6) show that such teachers are drawn from three main sources:

1. Primary school teachers normally trained in 'Teacher Training Schools' for five years after getting the Preparatory Certificate.
2. 'Public Service Recruits' (moganadi al-khidma al-amma) who, in accordance with Act 76 of 1973 and Act 98 of 1975^(I7) are the graduates of secondary and higher education who have to spend one year as 'public service'. The 1973 Act defined twelve fields of work for such graduates, first of which is teaching in illiteracy eradication classes.^(I8)
3. The retired teachers and other Ministry of Education officials whose health and ability allow them to involve in the teaching of adults.^(I9)

However, it is the first category (primary teachers) that has been the dominating source for adult classes in Egypt. The N.C.E.S.R.T. has recognized this to be attributable to five considerations:

1. The short period of preparation and the comparatively lower effort required for the training of such teachers.
2. The buildings used for adult education purposes have always been the primary school buildings.
3. The adult education and illiteracy eradication offices in the educational zones and directorates have, in most cases, been attached to 'Primary Education Administration.'
4. The low adult teaching rewards have always been too little to attract teachers from other categories.
5. The responsibility of illiteracy eradication has, until 1970, been wholly thrown on the Ministry of Education.⁽²⁰⁾

But this heavy reliance on the primary school teachers is likely to raise uncertainty for the implementation of adult education policy both in terms of 'quantity' and 'quality'.

Quantitatively, there are indicators of the Ministry of Education's inability to spare the numbers of primary teachers who will be required by the adult education classes.

Since the 1960's, the Ministry has been committed to accomplish the full absorption of children within the compulsory school age (6-12) in State primary schools. This was to have been accomplished by 1970 before it was put off until 1981.⁽²¹⁾ Such commitment represents a true challenge to the Ministry in the light of the slow progress in the recent years. Throughout the period from

1964 to 1974, the absorption rate has only risen from 63.1% to 65.9%. As for the admission rate, it has risen from 68.8% to 71.6%; an evidently slow rate of progress as shown in Table I2.1.

Table I2.1

(22)

Absorption and Admission Ratios at the Primary Stage 1963/4 - 1973/4

Year	Estimated Pop. aged 6-II	Total Prim. Pupils	Absorp. Ratio %	Total Pop. aged 6	Total No. Accepted at 6 Yrs.	Admission Ratio %
1963/4	4793100	2983929	63.1	836300	579166	68.8
1964/5	4812900	3120556	64.4	857300	610025	70.3
1965/6	5035600	3247230	64.0	893100	646509	72.0
1966/7	5065600	3235223	63.4	909100	606027	66.2
1967/8	5193800	3278323	62.7	925000	613684	66
1968/9	5328300	3364120	62.7	948800	654152	68
1969/70	5465600	3420616	62.1	973400	693887	70.5
1970/1	5620800	3676816	64.9	994000	697163	70.2
1971/2	5634000	3706807	65.3	1006000	712763	70.5
1972/3	5750000	3801000	65.6	1028000	733500	71.1
1973/4	5878000	3904000	65.9	1051000	751000	71.6

Even with this slow absorption ratio, a great number of primary classes has been established. From 68335 classes in 1963/4, the number rose to 90800 in 1973/4. In the meantime, the number of primary teachers has risen from 77506 to 100020.⁽²³⁾ The rise in the number of primary classes and teachers during the period is shown in Table I2.2

Table I2.2

Primary Classes and Teachers 1963/4 to 1973/4⁽²⁴⁾

Year	No. of Classes	No. of Teachers
1963/4	68335	77506
1964/5	71750	80699
1965/6	75245	82977
1966/7	75703	82895
1967/8	76752	84926
1968/9	78954	83627
1969/70	80443	91909
1970/1	84971	92638
1971/2	86200	95050
1972/3	88400	97460
1973/4	90800	100020

The striking conclusion to which the above study performed by the 'Research and Statistics Drpartment of the Supreme Council for Youth and Sports' (July, 1974) is that the shortage of primary teachers as well as the lack of material facilities will continue to cripple the efforts to accomplish complete absorption of all children in compulsory age in primary schools until the year 2000. It is expected that the absorption capacity will only reach 69.3% in January 1985 provided that the number of teachers recruited will rise from 100020 in 1974 to 134120 and the number of primary classes from 90800 to 121640 during the same period⁽²⁵⁾ as is shown in Table I2.3

Table I2.3

Comparison of the past ten years (1964-1974) with the coming ten years (1975-1985) in terms of population aged 6-II years and primary school pupils, teachers and classes⁽²⁶⁾

	(1964-1974)		(1975-1985)	
	Jan. 1964	Jan. 1974	Jan. 1975	Jan. 1985
Total Pop. (6 to II)	4.693.100	5.878.000	6.011.000	7.498.000
Total Prim. Pupils	2.983.929	3.801.000	4.010.000	5.230.600
No. of Prim. Teachers	77.502	100.020	102.820	134.120
No. of Classes	68.335	90.800	93.950	121.640
Absorp. Ratio	63.1%	65.7%	66.3%	69.3%

Stressing the effect of the present and anticipated shortage of primary teachers, the study could give the prospect for full absorption in the year 2000 if Egypt could raise such ratio by 10% from 1985 to 1995, and a further 10% from 1995 to 2000. (27)

The numbers of teachers as assumed by the above study, seems to underestimate the capacity of the Ministry of Education to train and recruit teachers for its primary schools. The total number of public and private primary teachers has amounted to 124.366 in 1977/78.⁽²⁸⁾ This means the capability of the Ministry to provide about 22.000 teachers for its primary schools in less than three years (counted from January 1975). However, one should also take into consideration that within these 22.000 are counted the teachers for the newly established 'One-Class Schools that the Ministry is actively erecting in villages, hamlets, kofour and other small rural units hardly covered by any educational service and whose teachers are mostly from the residents themselves mostly a wa'iz (preacher) or an A.S.U.⁽²⁹⁾ member. In 1976/77 there were 1650 such schools and their number is growing rapidly. This introduces the problem of 'emergency teachers' in Egyptian primary schools.

The inability of the Ministry of Education to train the required numbers of qualified teachers for its primary schools has led to its resort to unqualified teachers as an emergency measure complemented by some training courses provided for those teachers. The number of unqualified teachers has been decreasing since the early 1960's. Still they represent 15.2% of all primary teachers in 1972/73.⁽³⁰⁾ This is shown in Table I2.4.

Table 12.4

Qualified and Unqualified Teachers in Primary Schools in Egypt
1963/64 to 1972/73⁽³¹⁾

Year	Qualified		Unqualified		Total Number of Teachers
	Number	%	Number	%	
1963/1964	63.255	78.1	17.694	21.9	80.949
1964/1965	67.038	79.7	17.115	20.3	84.153
1965/1966	70.133	81.3	16.158	18.7	86.291
1966/1967	70.701	82.1	15.400	17.9	86.101
1967/1968	72.516	82.5	15.358	17.5	87.874
1968/1969	71.952	83.2	14.500	16.8	86.452
1970/1971	83.503	84.6	15.233	15.4	98.736
1972/1973	82.569	84.8	14.806	15.2	97.375

Shortage in primary teachers has also been aggravated in recent years by the reduction, since 1975, of the primary teacher's load from 28 periods weekly to 24.⁽³²⁾ Counted in terms of teachers, the reduction of teaching load simply means the Ministry's need for extra 19.000 teachers in its primary schools to cover the resulting shortage.

The above argument ^{about} primary teachers, the main category from which teachers for adult education classes are drawn, gives indication of anticipated difficulties. Unless adult education planners study the available alternatives to cover the anticipated shortage in primary teachers, which is reflected on the chances of getting an adequate number of such category to teach in the adult education classes, the implementation of future expansionary policies for adult education will be severely crippled.

If the matter is looked at from the 'qualitative' perspective, it raises a question whether the primary school teacher in Egypt at present is capable of undertaking the tasks required of an adult educator.

The answer to such a question can be reached by comparing what may be called the 'model adult educator' that international and regional conferences envisage, with the present primary teacher in Egypt.

On the one hand, in the light of the tasks assigned for an adult educator, the Third International Conference on Adult Education (Tokyo, 1972)⁽³³⁾ takes him as a quite different man from the traditional teacher in illiteracy eradication classes. His task is hardly thought of as the transmission of knowledge, nor is he likely to be a mediator between the educational institution and adult learners. In the community where he works, he is a positive rather than an indifferent agent. In other words, he is not envisaged as one spectator among many who watch development projects being carried out, but rather a 'catalyst' in the true sense of the word. Hence, the Tokyo Conference was firm in stressing the special quality of adult educators required by societies working for lifelong education for their individuals:

"It is no longer a question of teaching or educating from the front of the class but of helping to learn, of providing motivation, of stimulating the acquisition of knowledge and creativeness, of knowing how to fade into the background at the right moment, of encouraging self-directed learning, which is now perhaps more important than the specific knowledge they impart." (34)

The above trend expressed in one 'Basic working paper' of the Tokyo Conference⁽³⁵⁾ was once more ascertained by the Conference's Final Report'.⁽³⁶⁾ The choice of adult educators and the training they get are matters of utmost relevance. Among the qualities and skills required of adult educators that 'Commission II' of the Conference recommended were:

"(a) a broad social experience and a broad cultural background. Social skills, an acquaintance with group work and the dynamics of group interaction, and an understanding of social and political processes were essential. Above all, an ability to feel empathy with people was often more important than the mere ability to plan courses and to use up-to-date aids and equipment;

(b) enthusiasm sustained by a strong sense of social commitment was an invaluable asset;

(c) the ability to analyse the particular social circumstances in which they were working in order to create the right learning environment for participant was important. Since adults were not always conscious of their learning needs, adult educators must be first and foremost animators stimulating people to become aware of their potential for development and inspiring them with the confidence to undertake some form of study or to engage in purposeful group activities." (37)

In the session organized by the A.R.L.O. (Cairo, November-December 1973)⁽³⁸⁾ for the directors of Teacher Training Institutes it was raised^{as} a problem how to get, in the Arab countries, the adult educators of the required quality and the session could think of a solution through institutions to train such educators especially for their tasks.⁽³⁹⁾

Various 'general' and 'qualitative' measures were put by the N.C.E.S.R.T. as a model for the required adult educators. The general measures include:

- adequate knowledge of the environment and the desire to participate in it,

- the ability to link educational practices with goals of community development;
- a minimum standard of general knowledge enough to satisfy the learners' need for information in various fields; and
- awareness of the human, national and patriotic mission.

As for the qualitative measures, they include:

- the extent to which he is aware of the educational goals and methods of teaching adults;
- his knowledge about the national plan and his role in it;
- the level of his initiative and innovativeness;
- his ability to communicate with others ;
- his knowlege of the needs of adult illiterates and their drives, aptitudes and interests;
- his ability to solve problems that arise at work;
- his emotional maturity and stability;
- his belongingness to a religion, a society and a homeland; and
- the morals and principles to which he sticks. (40)

Looking at the picture from the angle of the present primary school teacher in Egypt, a wide gap is recorded between what an adult educator is supposed to be, and what such a teacher actually is in terms of maturity, training and experience.

The available primary school teacher in Egypt is prepared in any of the 'Teacher Training Schools' (Dour al-moalimīn) which accept him after getting the Preparatory School Certificate i.e. at the age of 14 or 15. The open chances before

'Genral Secondary ' students are much higher than those of the 'Teacher Training Schools' in terms of continuing their higher studies, and hence rising up in the social ladder.⁽⁴¹⁾ This, makes it a losing battle for 'Teacher Training Schools' to attract distinguished students to train as teachers whether in matters of academic standard or otherwise.⁽⁴²⁾

What is more important, is that the training obtained throughout the five years that a student spends at a 'Teacher Training School' is confined to his preparation as a primary school teacher not^{as} an adult educator. He is taught principles of education, psychology, teaching practice together with other subjects of academic and general nature. He chooses one section of two: scientific or literary. The latter is divided into four branches: arts, music, physical education and nursery.⁽⁴³⁾

With adult educators drawn mainly from the above category, it is easy to accept what the evaluation made of the 'Tersa Pilot Experiment'⁽⁴⁴⁾ (1975-1976) bitterly recorded as the 'qualitative and quantitative poverty' of adult educators.⁽⁴⁵⁾ The above 'poverty' referred to in the report was affirmed by the 'Study Session' arranged by the General Directorate of Adult Education and the Directorate of Training (February 1976)⁽⁴⁶⁾ and which was attended by the heads and inspectors of adult education in educational zones, as well as university professors, A.S.F.E.C. experts and Secretaries of the P.C.A.E.I.E. and other experts. By their present training, ^{primary teachers} are both incapable to teach the adults and unwilling to involve unless with some pressure practised on them by headmasters, inspectors and A.S.U. authorities.⁽⁴⁷⁾

The above discouraging indicators for future reliance on primary school teachers in the implementation of future policies of adult education have to be seen against the following considerations to which the evaluation of the 'Tersa Pilot Experiment' draws attention:

1. The exhausting work of primary teachers by day with overcrowded classes and lack of facilities. The work of many of them extends over two shifts in the same school. These leave very little intellectual or physical effort to be exerted in the adult education classes in the evening.
2. Many primary teachers are good in terms of their efficiency, qualification and experience but are short of enthusiasm for public work, a defect seen by the Tersa Report as 'outweighing all such merits'.
3. The low economic status of primary teachers. They are never content with the monthly reward obtained from teaching in adult classes as they can easily get much more through the private lessons they give. (48)

It is plausible to assume that both in matters of quantity and quality the heavy reliance on primary school teachers as adult educators in Egypt is not likely to fit with the quick expansionary policy of adult education unless two measures are taken:

Firstly, the reorganization of the 'Teacher Training School' curricula in the way that includes adequate theoretical ground on the psychology of adults, ways of motivating adult learners to learn, and illiteracy curricula and methods. (49)

Secondly, that newly graduated primary teachers are not to be resorted to for teaching adults unless they pass through an adequate training course. Such a course is suggested by the 'Evaluation Session' (1976), mentioned above, as one-month course during which concentration is made on adult education and illiteracy eradication.⁽⁵⁰⁾ The Session raised a clear warning that:

"The resort to teachers without adequate previous experience enough to help them comprehend the goal and the ways to reach it, diminishes their effectiveness for, adult education has got its special means and methods that differ from those of educating young learners." (51)

'Public Service' recruits may be thought of as an alternative source for teaching in adult classes. However, the N.C.E.S.R.T. is not optimist that they will offer solutions to above problems especially in so far as 'quality' is concerned.⁽⁵²⁾ Recruits of Public Service who are graduates of secondary or higher education have been resorted to in recent years to teach in adult illiteracy eradication classes. Before they teach, they are given a condensed training course for two to three weeks on the education of adults. From two angles this hurried training was severely criticised by the N.C.E.S.R.T. (April 1976).⁽⁵³⁾ On the one hand, the training programmes given to them are confined to the theoretical aspects and so, the practice of teaching, which is of utmost importance in such cases, is totally excluded. On the other hand, such a very short and condensed course can hardly be imagined to train a good teacher.⁽⁵⁴⁾

Besides, the practical experience of the last few years has ascertained the fears raised by the N.C.E.S.R.T. In three aspects, the 'Evaluation Session' (1976) mentioned above has recorded the hazards of reliance on such recruits:

Firstly, the 'Public Service' recruits who work as teachers are reluctant to involve in various activities associated with the organization of adult education classes such as enumeration, propaganda, registration, etc. taking the task to be entirely direct teaching in classes. This, as the Evaluation Session has recorded 'imposes limits on their understanding of the adult teaching process'.⁽⁵⁵⁾

Secondly, their young age and little experience in work is reflected on their orientation with the atmosphere of an educational institution with other colleagues from other categories.⁽⁵⁶⁾ Besides, sharing work in the same class with other teachers from the primary stage creates what the 'Evaluation Session' has recognized as 'an atmosphere of confusion among the learners themselves'.⁽⁵⁷⁾

Thirdly, that the 'Public Service' recruits join the work in adult teaching classes a period after the regular study in such classes has started. This urges the learners to take their role in the teaching process as subsidiary.⁽⁵⁸⁾

Retired teachers have proved to be the best category of adult educators in Egypt.⁽⁵⁹⁾ In terms of their emotional maturity, long experience in teaching and willingness to participate in the service of the community they excel over other categories.⁽⁶⁰⁾ However, the problem is 'quantitative' rather than 'qualitative' for their numbers are too little to satisfy present and future needs for adult educators in Egypt.

Availability of Buildings and Equipment

Lack of buildings especially designed for the purposes of adult education is one problem felt in Egypt. It accounts for the heavy reliance, at present, on school buildings of the primary, preparatory and secondary stages. It is, however, normal that the adult education centre makes use of the primary school as has already been mentioned.⁽⁶¹⁾ Such a trend is not likely to change in future. In the building projects throughout the Five-Year Plan (1978-1982) there are 13,947 new classrooms, 314 substituted schools, and over 607 new school buildings. Of these all, not even one classroom will be built especially for adult education.⁽⁶²⁾

The Tersa Pilot Experiment (1975-1976) draws the attention to the drawbacks of such a trend.⁽⁶³⁾ Future adult education expansion is likely to be impeded by lack of buildings even the ones already in use in the morning as primary or secondary schools.

Recent official reports admit that the growth in the number of pupils in formal education institutions from 2,400,000 in 1952, to about 7,000,000 at present (1977) has not been met by proportionate rise in school buildings.⁽⁶⁴⁾ Hence, the upheaval rise in educational chances since the Revolution is one aspect of the problem of shortage in buildings from which the Ministry of Education suffers.

For the adult education schools, the problem has been aggravating with the present shortage in buildings for formal schools themselves. This is attributed by the Ministry of Planning⁽⁶⁵⁾

to lack of adequate investments in building together with the incapacity of the contraction bodies.⁽⁶⁶⁾ Such shortage is reflected on the utilization of formal school buildings for the purpose of adult education. Many school buildings, especially in Cairo, are used for more than one shift. It means that they accomodate twice the capacity of learners in two shifts on the same day. According to the same report, the percentage of schools used in more than one shift is as follows:

At the primary school level

The percentage for the whole country is 30.1%

The percentage for Cairo only is 46.2%

At the prepararory school level

The percentage for the whole country is 19.7%

The percentage for Cairo only is 41.9%

At the secondary school level

The percentage for the whole country is 4.9% at the general secondary school, 31.9 at the Secondary industrial school, and 39.5 at the secondary commercial school.⁽⁶⁷⁾

As for the percentage for Cairo only (genral, industrial and commercial schools together) is 53.8%.⁽⁶⁸⁾

Even if the problem of buildings for adult education purposes is solved, there remains the difficulties associated with the lack of equipment. One of the causes given for the failure of the Tersa Pilot Experiment, mentioned above, was equipment.⁽⁶⁹⁾

The use of primary schools with inadequate equipment was condemned in the Final Report of the Tersa Experiment from four angles:

1. Lack of fitting tables on which the T.V. set, used for adult teaching, together with inavailability of tools and other facilities.
2. The bad condition of blackboards.
3. The classroom lighting which was far inadequate for adult learners.
4. Some adult learners had to sit on the floor because the available desks were far from fitting their bodies. (70)

It is thus that the successful implementation of adult education policies in future will be conditioned by the ability to provide buildings and equipment, if not especially designed for the education of adults, ^{they} must at least satisfy the minimum requirements for a successful teaching situation.

Effectiveness of the P.C.A.E.I.E.;

Apart from the 'Adult Education Office' attached to educational zones and directorates, the heaviness in the implementation of the adult education policies drawn by the S.C.A.E.I.E. is thrown on the P.C.A.E.I.E. (71) The evaluation of the efforts so far exerted by the P.C.A.E.I.E. (until 1976) is not encouraging. (72) Uncertainty as regards the implementation of future policies is associated with the drawbacks that have been shown by the experience of the recent years. Four points have to be taken into consideration:

Firstly, that the country has for a long time in its modern history since the reign of Mohammed Ali (1805-1849) been following a centralised system of administration. Hence, the move to a decentralised system through the 'Local Administration System' laid by Law 124 of 1960 must be regarded as one step on a long road. Granting provincial councils unlimited authority to manage their own affairs was not without slips in implementation mostly as a result of the deep rooted centralisation. The authorities granted to such councils did not stop the continuous consultation of the Central Government in Cairo in small as well as grave matters.⁽⁷³⁾ With time, it is expected that such councils will shoulder their responsibilities independently especially in the light of giving each governor the authorities of the President of the Republic in his own governorate starting from January 1979.⁽⁷⁴⁾

Secondly, that eventhough generalization of the success of the P.C.A.E.I.E.'s in their tasks may be faulty,⁽⁷⁵⁾ it was recorded with sorrow that many such councils have not got enough zeal for the provision of adult education in their governorates. Contrary to the expectations that the P.C.A.E.I.E. would fight for more financial allocations for the spread of literacy among their adult masses, many of them returned the budget or part of it stating that they could not get enough adult learners to join the opened classes.⁽⁷⁶⁾ In one aspect of the problem it is normative, as will be elaborated later⁽⁷⁷⁾ but these P.C.A.E.I.E.'s could not be entirely cleared of lack of enthusiasm.

One more example is recorded in one official report by the A.S.U. (February 1976)⁽⁷⁸⁾ that condemned the indifference by which the P.C.A.E.I.E.'s in many governorates ^{responded to} filling the required forms for enumeration which cripples national efforts in the field.⁽⁷⁹⁾

Thirdly, that the work of many of the P.C.A.E.I.E.'s is dominated by formalities rather than heart-devotion to the mission of spreading adult education. Their first and foremost attention is with filling the gaps so that their effort may be without blame. Rather than a matter of high relevance to the realization of the national goals, the expansion of adult education service was taken by many P.C.A.E.I.E.'s as an opportunity for distributing the allowed compensations and over-time.⁽⁸⁰⁾ The main concern is that the purely educational aspect is looked after. 'Other aspects', states Saif and Fayek (1976)⁽⁸¹⁾ 'were not put into practice at any level.'⁽⁸²⁾

Fourthly, that governorates have shown incapability to plan and execute integrated adult education projects. Two examples are the Cairo Project for People's Schools (1961-1964)⁽⁸³⁾ and the Alexandria Experimental Project (1964-1966)⁽⁸⁴⁾. Both ended with 'unsatisfactory and un-encouraging results'⁽⁸⁵⁾ although they were given regular financial support.

The outcome of the whole argument about the possible contribution of the P.C.A.E.I.E. in the future adult education policies in the light of the experience of recent years calls the attention to the necessity of providing such councils with efficient and enthusiastic elements who are keen on the task of providing an adequate adult education service throughout the governorates.

Effectiveness of Local Councils

One anticipated difficulty in the way of implementing wide-scale adult education expansionary policy in Egypt is related with the effectiveness of the councils in charge of execution in local areas. This does not deny that the educational zones and directorates, in collaboration with the P.C.A.E.I.E., undertake several tasks of leading, supervising and solving problems related with the execution of adult education schemes in their governorates. But, to the writer's way of thinking, the success of the whole effort is, first and foremost, dependent on the localities themselves. Such a view is imposed by the country's demographic distribution which will be elaborated in detail later in this chapter⁽⁸⁶⁾ that the rural population in Egypt represents in the latest census (November 1976) 56.1% of the total population. Most of these are inhabitants of the 4000 villages, hamlets and kofour dispersed throughout 'Upper Egypt', 'Lower Egypt' and 'Frontier' governorates. Difficulty of communicating with the capital and bigger towns necessitates that a good deal of the burden of execution be undertaken by local councils themselves. But the question to be raised is whether these councils have got the required degree of self-reliance, initiativeness and enthusiasm.

One bright prospect is the growing trend to give localities almost all authority to execute their schemes within the regulations specified by Local Administration Laws.⁽⁸⁷⁾

'Village or Rural Councils' have, since 1960, been entrusted with

the execution of various schemes of whatever kind. Each such council 'within its jurisdiction the educational, sanitary, cultural, social, labour, agricultural and other services to be entrusted to it by this law (I24 of I960) and executive regulations. The Rural Council also manages the combined unit if there is one.' (88)

Uncertainty, however, rises from two points. The first is concerned with the slow development that these modern councils have witnessed since I960 as substitute of the old traditional system of administration in Egyptian villages. The second is related with the capability of these modern councils themselves to undertake the authorities granted to them by law.

On the one hand, it is exaggeration to assume that all Egyptian villages have got, ten years after the promulgation of the I960 Law, functioning local village councils. (89) Out of 4012 villages, Mayfield (I97I) (90) could find only 997 having such councils. Most of the others, as he states, 'are still largely under the traditional umdah* system'. (91)

Judging the implementation of future adult education policies in villages still under the traditional administrative system calls for some investigation into such a system. Villages of the traditional type are run mostly by two most influential figures: the umdah (the headman) and Shaykh al-Ghafar (head of al-ghafar or. police guards). These are assisted by ^{the} headmaster, the imam of the village mosque, the village doctor and social worker if there are any.

The way by which the umdah and Shaykh al-Ghafar are elected has undergone some change since the issue of Law I24 of I960

* italicised in the original

and Law 59 of 1964. The latter puts the following requirements that an umdah or Shaykh must fulfil:

- i. Citizenship of the U.A.R.
- ii. Good reputation.
- iii. His name registered on the village electoral list.
- iv. Twenty-five years of age or older.
- v. Able to read and write.
- vi. Active member of the A.S.U.
- vii. Resident of the village and must have a monthly salary a minimum LE 20 for the umdah, and LE 5 for Shaykh al-Ghafar. (92)

One comment on these requirements is that the intellectual standard of the umdah is not seen as an important indicator for the election of the man who leads the village. It is enough that he is able to read and write to be fit to differentiate between various schemes of adult education expansion in his village and recommend for his assistants the adoption of one rather than another. What is more than the low intellectual standard required for candidacy to the position of umdah, is the influence of strong clan relationships in the village which makes the family the basic social unit around which individual life is centred. (93) Although it is allowed that a candidate may be one of the village young intellectuals it is highly improbable, as the umdah is normally elected from among the strongest family in the village in terms of wealth and number of members. Mayfield refers to three assumptions behind allowing such a system to continue by the Government of Egypt:

1. The possibility of having some intelligent and upright young men among the richer and more influential families in the village who may be animated by genuine desire to promote the welfare of the village inhabitants;
 2. that the ordinary peasant will rightly elect the fitting elements, and has the right to complain about the leaders in his village; and
 3. the ready intention of higher government officials to check and punish any abuses among village authorities. (94)
- Under these assumptions it is possible that the management of the village affairs is likely to go better. However, Mayfield seems to be pessimist about the future for he comments that 'Unfortunately none of these assumptions is justified by experience.' (95)

The writer of the present study shares Mayfield's ^{the} ~~his~~ views. ^{of}

In so far as the traditionally administered villages are concerned, it is hard to expect revolutionary efforts undertaken in the provision of adult education. This is based on two considerations:

Firstly, that the system itself is not likely to encourage the enlightenment of the village population as it is likely to stir troubles in their way and may lead to complaints of whatever defects they may find in undertaking the village affairs.

Secondly, that even if the will to undertake wide-scale adult education schemes, ^{is found} there are doubts as^{to} the capability of such village leaders with their low educational standard to undertake the task efficiently unless given training.

Undertaking educational affairs in villages with 'Rural or Village Councils' is likely to be better than the traditionally administered ones. Each Council has, at least four permanent committees, one of which is the 'Education, Culture and Youth Committee'. Such committees are normally formed of the education inspector and his assistant, the headmasters of all village schools in the area, some chosen teachers and citizens of interest.⁽⁹⁶⁾ Besides, these committees have the right to invite some experienced individuals to share in their meetings and give their views in various matters that are discussed.⁽⁹⁷⁾

However, it is to be noted that the head of the Council has got a wide range of administrative, co-ordinative and technical tasks besides his right to attend the meetings of various committees as chairman.⁽⁹⁸⁾

With the structure of the Village Councils in mind, and growing defects of application in the recent years referred to in some studies⁽⁹⁹⁾ there are uncertainties as to the capability of such councils to undertake the implementation of wide-scale adult education expansion in rural areas. Such a view is formed in the light of three considerations:

I. The low educational level of the council members. To assume that they will involve effectively in the campaign to attract the village adults to the adult education classes and evoke in them the enthusiasm for learning, requires that the members themselves be the good example before the people. But, with the present low educational standard of the majority of them, the efforts are likely to be crippled. According to a statistical study conducted by Ministry of Local Administration on the

council members of 563 out of 997 Village Councils, the educational standard was shown to be below what is expected of leaders of an adult education revolution in Egypt. 55% of the members had only the Primary Certificate or less. The classification of qualifications of the members included is shown in Table 12.5

Table 12.5

Classification of the educational qualifications of the members
of 563^{v.c.s} included in the study by Ministry of
Local Administration⁽¹⁰⁰⁾

Qualification	Numbers	Percentage
College degree	2213	18.5
Secondary certificate	3134	26.5
Primary certificate or less	6625	55.3

It is, however, possible that such a condition may be improved by encouraging members with low educational standard to join non-formal courses with the use of various incentives.

2. Many members in Village Councils are not keen enough on public service. This lack of interest is reflected on their effectiveness. This has been especially noted in the case of ex-officio members who, as Mayfield (1971) states:

"are often absent from council meetings, and too often they attend village council meetings when they are totally unfamiliar with the problems and projects being discussed in the council." (101)

Such a difficulty is likely to be overcome by the spread of awareness as well as by firm follow-up on the part of higher level authorities. Incentives in the form of accommodation, additional salary, .. etc. may encourage some of them to reside in the village and hence, increase their feeling of belongingness.

3. The establishment of adult education classes in villages (as well as in some small towns) may hit with difficulties stemming from geographical and economic conditions of villages. Lack of quick and regular means of transport (trains, buses,.. etc.) makes the establishment of an adult education centre to serve the whole area covered by the village council unpractical. Besides, it may not be easy, after the exhausting field work by day that many villagers will be ready to cover the distance on foot. Even when means of transport is available, it is improbable that villagers, living on subsistence level, to afford the fare every time they go to the adult education class.

(2) Normative

The latest census (November 1976) shows that the vast majority of the Egyptian population (93.67%) are Muslims. Christians represent 6.32% of the total population, and other religions form only 0.01%.⁽¹⁰²⁾ Hence, it is essential that the examination of the normative pattern among Egyptian adults takes into consideration the impact of Islam on Egyptian culture and life.

Assuming that the concept of knowledge in a certain religion serves as an indicator against which educational prospects in a given community may be viewed, it is worthwhile to focus some light on Islam's perception of 'knowledge' and 'man'. Both are, however, interconnected as knowledge is concerned with the perfection of the powers of man, his reason, imagination and taste.

(103)

Islam, like other religions, is itself a system of education. It exhorts Muslims to aspire to certain prescribed ideals. However, it differs from other religions in two main points: Firstly, it regulates the life of its believers to the minutest details, thus dealing not only with moral or spiritual life of the believer, but with all other aspects of his life as well. Such nature has stirred Macdonald to state that:

"There is no inner side to Muslim life. All the sides of life, for the unreconstructed Muslim are equally discussible, may be talked out. There are no forbidden subjects for conversation." (104)

This all-embracing nature of Islam has led to far reaching effect on the history of Islamic countries, with Egypt as one. Such effect relates to the organic combination between religious and political affairs or between 'religion' and 'State'. The inseparability of both, though could successfully be made in the Christian West since the Reformation, has resulted in an ever-widening gap between West and East in so far as the role assigned for religion is concerned. The law governing Islam, says Tibawi⁽¹⁰⁵⁾ 'is the divine law, one and indivisible.'⁽¹⁰⁶⁾

Secondly, it gives a sizeable care to this world side by side with the next. The Holy Quran and the Traditions of the Prophet indicate how life hereafter should be given greater importance meanwhile the Muslim's share in this world should not be forgotten.⁽¹⁰⁷⁾ The Prophet, in his prayers, used to repeat the following verse:

"Our Lord ! grant us thy bounty in this world and the next, and save us from the chastisement of the fire." (108)

Hence, the Muslim believer is urged to enjoy his life and happiness in so far as this enjoyment does not lead him to cling graspingly to this world.

Islam admits the existence of 'low desires' which must be quelled and subdued by reason and will power. From this argument, the training of reason and character gets its utmost importance in the Muslim's victory over such desires. His success in the fight against low desires is called the 'greatest struggle' (al-jihad al-akbar) and is assured by religion if the Muslim observes the 'five pillars of Islam' (arkan al-Islam al-khams). These require that the Muslim must testify that 'there is no God but Allah and Mohammad is His Messenger.' Besides, he must pray according to the prescribed forms five times a day, fast from dawn to sunset a whole specified month every year (the month of Ramadan), give alms to the poor and visit Mecca at least once in his lifetime if his circumstances and health permit.

Knowledge acquisition is related with the 'five pillars' for, the observation of such pillars leads to victory only if such observation is accompanied by other means:

- (a) The study of 'Muslim Science' containing the Quran and the Traditions of the Prophet.
- (b) The practice of religious morality even to minute details of everyday life, and the development of moral goodness responsibility by contacting learned pious people, and the continual fight against low desires.

(c) The contemplation of the world creation which will lead him to ever conviction of the existence one omnipotent God.

From the above argument stems the necessity of knowledge acquisition in order that a Muslim becomes a good believer. The Holy Quran and the Traditions are the major sources of 'Muslim Science' and accordingly, of Muslim education. Both give knowledge and its acquisition a high esteem. Quoting some verses from the Quran:

- "The Prophet recites into people God's revelation, causes them to grow and imports them knowledge and wisdom."

(Quran 3: 164)

- "And hasten not with the Quran ere its revelation is accomplished into thee; and say, 'O my Lord, increase me in knowledge'".

(Quran 20: 114)

- "Say, shall those who know be deemed equal with those who do not."

(Quran 2: 269)

- "God bears witness that men imbued with knowledge maintain His creation in justice."

(Quran 3: 18)

In addition, the Prophet's Traditions give learning and the contact of learned people a high esteem:

- "Pride yourself on being learned or learning, listening or lover, but do not be the fifth lest you should be damned." (I09)

The fifth, which leads to damnation is, according to Muslim ancestors, antagonism or hostility to learned men. (I10)

Continuation of knowledge acquisition throughout the Muslim's life is, ^{As} highly valued by Islam that Dr. Abboud, Associate Professor of Education, announces before the

'International Conference for Development and Adult Education' (Tanzania 21-26 June 1976)^(III) that Islam has introduced one of the earliest forms of lifelong education.^(II2) This is shown in the Holy Quran and the Traditions. Whatever knowledge one may acquire, still what he is ignorant of, exceeds what he actually knows. A Quranic verse states:

"You have got but little knowledge'.

Also one Tradition states:

"Seek knowledge from cradle to grave and acquire it even though it be in China." ^(II3)

It is for this that Professor Ebeid, Head of Comparative Education Department, Ain Shams University agrees to Abboud's view, and sees that the principles of Islam have urged the Muslims to be keen on continued growth and participation in knowledge as well as its spread. ^(II4)

Recurrence between 'work' and 'learning' is appreciated in Islamic principles. The Muslim is urged to acquire knowledge and behave according to knowledge, values and principles, ^(II5) and in this way, knowledge, behaviour and practice are integrated. The alternation between knowledge acquisition, that is 'learning', and the practice, that is 'work' is appreciated in Islamic principles. ^(II6) Quoting Professor Ebeid:

"Within the framework of these principles adults alternated between work and learning in life. This took various forms and arrangements. Some of them alternated between working and learning during the hours of the day while others did that from one season to the other. Some devoted their time to learning part of the year and then worked for several years to return to learning once more and so on." ^(II7)

The above argument is likely to be taken as an encouraging indicator for the success of future expansionary adult education in Egypt. If the Egyptian adults respond favourably to what they are requested by religion to do, they will appreciate the attempts made to provide them with learning experiences throughout their lives.

However, one expected difficulty to the proposed adult education policy is related with the degree to which the Egyptian adults, especially in the rural areas, may adhere to what the higher valuations of Islam preach. Studies so far made (II8) give indicators of possible future impediments to adult education expansion on the part of the adult learners themselves.

In one study (October 1971), (II9) Noah recognizes as one big impediment the weak desire among Egyptian adults and their hesitation to join adult education classes. (I20) Noah's fears are ascertained by the 'Final Report' of the Tersa Pilot Experiment. It bitterly refers ^{on} to the reluctance on the part of adults, especially females, to attend the adult education classes. The report records that none of the 210 ^{female} adult learners who had been registered on the lists attended the classes on the first day of study. (I22) Reluctance was even recorded on the regional level. In 1972/73, some governorates, among which were Cairo and Alexandria, failed to recruit the assigned numbers of adult learners to the classes enlisted in the plan, and for which actual financial allocations had already been sent. The inevitable result was that such allocations were returned for failure to attract the adequate number of adult learners. (I23) To the writer's way of thinking, continuation of such reluctance may cripple the future efforts unless the attitudes of adults are modified.

Reluctance is also shown by the high rate of drop-out in adult education classes. It is so high that the follow-up of the Tresa Pilot Experiment raises a warning that such a problem is 'the most serious problem in the way of illiteracy eradication.'^(I24)

Attendance throughout the period from February 1976 to December 1976 was disappointing to the supervisors of the experiment.^(I25)

The size of such a problem and its impact on the experiment could be deduced from the figures included in Table I2.6.

Table I2.6

Statistical table of the follow-up of the Tresa Experiment learners from February to Dec. 1976^(I26)

Classes	Feb.	March	April	May	June	July	Oct.	Nov.	Dec.
T.V.(I)	50	30 (Both classes were combined then it was closed)							
T.V (2)	50								
Girls Class	40	32	20	8 (Class was closed on 29 May.)					
Co-education Class	39	39	39	39	47	41	36	36	35
Male (I)	43	40	36	30	28	25	25	33	33
Male (2)	44	40	36	36	30	29	29	30	30
Male (3)	44	44	30	24	20	29 29 20 20			
Male (4)	46	46	32	30	15				
Ordinary T.V. Class				30	26	23	20	20	24
Total	356	271	193	197	166	147	139	139	142

The drop-out rate during the above period has grown from 5.9% in March 1976 to 50.7% in December 1976 as is shown in Table I2.7.

Table I2.7

(I27)

Percentage of drop-out among learners from March to December 1976

Month	Drop-out Percentage
March	5.9%
April	33%
May	36.5%
June	42.5%
July	48.2%
October	55.2%
November	55.2%
December	50.7%

With such a high drop-out rate, it was not strange that the final assesment of the Experiment has taken the efforts exerted to be fruitless. Out of the 356 adults enrolled at the beginning of the Experiment (February 1976), only 131 attended the examination, of whom only 25 passed. The percentage of those who completed the course successfully to the total number of the enrolled at the beginning of the Experiment did not exceed 7, which is too low a percentage as is shown in Table I2.8.

Table I2.8

Numbers of enrolled, applicants for examination, sitting for examination and successful in examination in the Tersa Pilot Experiment (I28)

Sex	Enrolees	Applicants to exam.	Attending exam.	Successful in exam.	% of success to enrolled
Male	294	183	111	25	8.5%
Female	62	24	20	None	Zero
Total	356	207	131	25	7%

At the national level, the problem is no less acute. The total number of drop-outs among adults for whom literacy classes were provided by the Ministry of Education and other ministries in 1975-1976 amounted to 88.873 out of 240.859 or about 37% of the total chances provided. This was counted in a study by the N.C.E.S.R.T. (December 1976)^(I29) to represent a financial wastage of LE. 266.619 as indicated by Table I2.9.

Table I2.9

Wastage due to drop-out in illiteracy classes at the national level in 1972/73 and 1975/76^(I30)

Year	No. of chances by M. of Ed.	No. of chances by all other Bodies	Total	Total Expens.	No. of Attending Exam.	Wastage in LE.
1972/73	147.240	18.000	165.240	495.720	111.962	159.834
1975/76	200.524	40.335	240.859	722.577	151.986	266.619

Behind such phenomenon, the normative pattern looms large. However, scientific thinking imposes that it should be attributed to a great many factors including the teacher, the educational setting, equipment, aids and other facilities,.. etc side by side with the norms of the adult clientele.

On the one hand, Noah's study (October 1971)^(I31) refers to the weak desire among Egyptian adults to learn and their hesitation to join such classes out of the belief that the learning age has gone. Hence, the feeling of despair among learners which ^{impedes} chances of progress in learning.^(I32) However,

the study did not neglect the impact of various economic, educational and social conditions on the weak desire for learning among Egyptian adults.^(I33) Melaika's study (I958 and I963)^(I34) has focused on the passivity and indifference of adult villagers in Egypt towards learning. It showed that they have only very little thought for spending their leisure time in education. When Melaika's investigees were asked what they did after the end of work, or in their leisure time during the day, their answers showed the exclusion of any intellectual pursuits as is shown in Table I2.I0.

Table I2.I0

Responses of villagers in Meliaka's studtyas to how they spent their leisure time^(I35)

Response	Number of Responses	
	I958	I963
Doing nothing or taking rest	66	87
Worship	44	42
Sit with family	40	42
Sit with friends, relations or people	44	49
Participate in public activity	I	4
Practise activities to rasie the living standard	--	3

The attitude of Egyptian adults to join adult education classes may, in a sense, be attributed to lack of ambition. This, imposes limits on the attempts to promote one's abilities or knowledge. 'The utmost happiness for an Egyptian

farmer has ever been in his fertile land,' says Professor Abo-Zaid, former Minister of Social Affairs, 'with strange feeling of content with whatever little his land provides.' (I36) Professor Eisa^(I37) has also reported the same by stating that:

"The Egyptian villager lacks ambition. He lives with no drives for specialization in a certain work or to climb up a higher rung in the social ladder." (I38)

The N.C.A.E.I.E. considered the reluctance of Egyptian adults to join adult education classes and their drop_{out} before the completion of the course a subject worth of study. The Committee for Illiteracy Eradication and Adult Education undertook such a study in 1976. (I39) Some assumptions were raised of which the following five are significant: .

I. The majority of illiterate adults in Egypt have no time left for study.^(I40) Yet, one should take such an assumption rather cautiously if it diffuses the problem into a matter of shortness of time. The results of Melaika's empirical study, mentioned above, put it as a matter of low awareness of sound ways of spending leisure time. This was shown by the classification made to the answers about the time they finished work and became free. The majority finished their work in the afternoon or before as in Table I2.II.

Table I2.II
Times when Egyptian villagers finish work^(I4I)

	Number of responses	
	1958	1963
At noon	59	47
Afternoon	85	47
Evening or after	57	88
After 8 o'clock	9	11
No regular work-time	7	4

2. The majority of illiterate adults are engaged, by day, in physically exhausting jobs and hence, prefer to rest rather than to join an adult education class in the evening.

3. The low income of some illiterate adults drives them to invest their time doing some work with economic return rather than learning.

4. Content of some illiterates to remain so, as the jobs they practise by day do not even require an ability to read or write.

5. Belief of some adults in their inability to study at an old age. (I42)

It was also reported by a study performed by Saif and Fayek (1976) (I43) that incentives to encourage adults to join classes are not strong enough to overcome their reluctance. Hence, the S.C.A.E.I.E has suggested certain positive incentives ranging from material rewards for regular attendance, study leave with paid salary to free trips for adult learners. (I44)

On the other hand, negative incentives suggested by the 1970 Act, (I45) stopping at mere cutting of the annual salary rise for illiterate adults who refuse to respond, has proved too lenient to urge the adults to join classes and attend regularly. Therefore, the National Plan approved by the S.C.A.E.I.E. (1972) raised a severe warning that:

"It is now high time that the individual believes that there is no place for the illiterate in a State based on Science and Faith. Leniency which has so far characterized the education of adults must give its place to stricter regulations." (I46)

In the light of the above argument, it is possible to assume that the implementation of an expansionary adult education policy in Egypt is likely to be crippled by reluctance of the adult masses to join classes. Side by side with the 'positive' and 'negative' incentives, the attitudes of the adults toward involvement in educational experiences provided for them have, by all means, to be modified. Until this occurs, it is doubtful that adult education policies will meet with the required success.

(3) Environmental

Anticipating the possibilities of implementing an adult education policy capable of covering the majority of Egyptian adult masses requires consideration of the 'natural environment' which Holmes (1965)⁽¹⁴⁷⁾ takes to signify 'Aspects of man's physical environment beyond his immediate control, e.g. climate, geology, demography, location, natural resources.'⁽¹⁴⁸⁾ Consideration of the relevant aspects among the above ones may illuminate the argument about future implementation through the impact these may have on the ability of the State to finance the adult education expansionary schemes, on the one hand, and the economic capacity of the individual adult to engage in education without his family's living standard being affected, on the other. If Egypt is to embark on such schemes, it is not, in the first place, a matter of progressive legislation reinforced by some administrative orders addressed to the agencies and bodies involved in execution. The matter turns, in the first place, to be a financial one; whether various environmental conditions are likely to be favourable for the implementation of such a policy. This requires an investigation into three broad aspects: the demographic conditions, the resources, and the financial situation. All three are dealt with in some detail.

Demographic Conditions

Egypt's demographic conditions are likely to affect the implementation of the required adult education policy from two angles:

Firstly, that the population is still dominantly rural despite the steady rise in the urban population since the outset of the present century.

Secondly, that the population growth ratio has, since the late 1930's been steadily rising (except for a slight tendency to decline in the recent years).

An analysis of the two and their possible impact on the implementation of expansionary adult education policy in Egypt is dealt with in some detail.

I. Rural Dominance in Egypt's Demographic Structure and its Impact on Adult Education Schemes

Reflection on the major structural changes that have occurred in the Egyptian society since the beginning of the 20th century, reveals that the percentage of the rural population in the total population has been declining rather rapidly. This is shown by Table 12.12.

Table 12.12

Rural and urban population in Egypt since the outset of present century⁽¹⁴⁹⁾

Year	Urban	Percent	Rural	Percent	Total
1907	2.125.000	19	9.058.000	81	11.183.000
1917	2.640.600	21	10.029.700	79	12.670.300
1927	3.715.840	26	10.367.436	74	14.083.276
1937	4.382.083	28	11.429.001	72	15.811.084
1974	6.202.316	33	12.603.510	67	18.805.826
1960	9.651.097	37	16.120.368	63	25.771.465
1966	12.042.030	40	17.689.630	60	29.731.660
1976	16.095.613	44	20.560.567	56	36.656.180

This, however, should not conceal the fact that Egyptian population has for a long time, and will continue for some future period to be dominated by rural population.

Cairo, Alexandria, Port-Said and Suez are classified in the 1976 census as 'urban' governorates with a total population of 7.859.739.⁽¹⁵⁰⁾ Other governorates in Lower Egypt: Damietta, Dakahlia, Sharkia, Kalyubia, Kafr-El-Sheikh, Gharbia, Menoufia, Behera and Ismailia have still 73% of their total population rural. Hence, it can be said that about three quarters of the population of the Lower Egypt governorates, with the exception of the four urban ones mentioned above, is rural in the sense of living in geographically rural communities, i.e. villages and the like.⁽¹⁵¹⁾ Such governorates dominate the Delta area as is shown in Figure 12.1.

Figure 12.1

Lower Egypt Governorates⁽¹⁵²⁾

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

In the governorates of 'Upper Egypt' which extend from Giza to Asswan including Giza, Beni-Suef, Fayoum, Minya, Assyiut, Souhag, Quena and Asswan, and which are shown in Figure I2.2, rural population represents 69% of their total population. (I53)

Figure I2.2

Upper Egypt Governorates (I54)

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



As for the 'Frontier Governorates' which include Red-Sea, El-Wadi El-Gedid, Matrouh and Sinai, the rural population represents 51.7% of their total population. (I55)

Hence, out of the total population of 36.656.180, Egypt has got 20.560.567 classified as 'rural population'. These are distributed over various governorates as in Table I2.I3.

Table I2.I3

Rural and urban population in Egypt (November 1976) (I56)

Governorate		S E X		
		Male	Female	Total
Cairo		2606999	2477464	5084463
Alexandria		1190729	1127926	2318655
Port-Said		136186	126434	262620
Suez		102464	91537	194001
Total of Urban Governorates		4036378	3823361	7859739
Darietta	Urban	72419	70396	142815
	Rural	211007	203293	414300
	Total	283426	273689	557115
Dakahlia	Urban	333447	321825	655272
	Rural	1051945	1025539	2077484
	Total	1385392	1347364	2732756
Sharkia	Urban	271645	258709	530354
	Rural	1065372	1025482	2090854
	Total	1337017	1284191	2621208
Kalyubia	Urban	356545	328041	684586
	Rural	513334	476086	989420
	Total	869879	804127	1674006
Kafr-El-Sheikh	Urban	149974	141885	291859
	Rural	558090	553519	1111609
	Total	708064	695404	1403468
Gharbia	Urban	391025	375312	766337
	Rural	774467	753499	1527966
	Total	1165492	1128811	2294303
Meneufia	Urban	172385	164306	336691
	Rural	699458	674833	1374291
	Total	871843	839139	1710982
Behera	Urban	349156	332256	681412
	Rural	934892	928942	1863834
	Total	1284048	1261198	2545246

Table I2.I3 (continued)

Governorate		S E X		
		Male	Female	Total
Ismailia	Urban	85868	79830	165698
	Rural	94006	92185	186191
	Total	179874	172015	351889
Total of Lower Egypt Governorates	Urban	2182464	2072560	4255024
	Rural	5902571	5733378	11635949
	Total	8085035	7805938	15890973
Giza	Urban	708947	670330	1379277
	Rural	537645	502325	1039970
	Total	1246592	1172655	2419247
Beni-Suef	Urban	140256	135937	276193
	Rural	419817	412605	832422
	Total	560073	548542	1108615
Fayoum	Urban	141748	134680	276428
	Rural	441404	422413	863817
	Total	583152	557093	1140245
Minya	Urban	224068	206762	430830
	Rural	836510	788399	1624909
	Total	1060578	995161	2055739
Assyut	Urban	246796	223236	470032
	Rural	624303	601043	1225346
	Total	871099	824279	1695378
Souhag	Urban	209442	195849	405291
	Rural	757483	762186	1519669
	Total	966925	958035	1924960
Gena	Urban	201518	189760	391278
	Rural	655903	658413	1314316
	Total	857421	848173	1705594
Aswan	Urban	117490	112167	229657
	Rural	189408	200867	390275
	Total	306898	313034	619932
Total of Upper Egypt Governorates	Urban	1990265	1868721	3858986
	Rural	4462473	4348251	8810724
	Total	6452738	6216972	12669710

Table I2.I3 (Continued)

Governorate		S E X		
		Male	Female	Total
Red-Sea	Urban	25861	21861	47722
	Rural	5660	2809	8469
	Total	31521	24670	56191
El-Wadi El-Gedid	Urban	6858	6144	13002
	Rural	21907	21782	43689
	Total	28765	27926	56691
Matrouh	Urban	26933	24103	51036
	Rural	31026	30710	61736
	Total	57959	54813	112772
Sinaï (Liberated Zone)	Urban	6508	3596	10104
	Rural	-	-	-
	Total	6508	3596	10104
Total of Frontier Governorates	Urban	66160	55704	121864
	Rural	58593	55301	113894
	Total	124753	111005	235758
Total Population Present at the Census Date	Urban	8275267	7820346	16095613
	Rural	10423637	10136930	20560567
	Total	18698904	17957276	36656180

Looking at the matter from the 'human' perspective, it is possible to see how the dominance of rural population in Egypt until present is likely to stand against the execution of expansionary adult education service.

The prevalent social system among the Egyptian rural population imposes several barriers. Leadership is, according to tradition, a right of the elders of the rural community. Their views have to be respected and accepted by all the younger generation however better enlightened the latter may be. (157) From this angle, expansionary adult education policies may be impeded in so far as two aspects are concerned:

On the one hand, the atmosphere for the spread of adult education is not encouraging. For these elders, education is to be sought only at younger age, until the age of 20 or so. Seeking education at one's older age, is an odd behaviour that shakes the image of the adult in the community. One current saying in Egypt, especially in rural communities, mocks at such adult learners: 'amma shab wadouh el-kuttab' which literally means (when he became over-aged, he was sent back to the 'kuttab', that is the small village primary school). Such attitude toward adult education, it must be remembered, has to do with their belief in the futility of getting education at an old age. Another of their sayings states that: 'al-ilm fi al-sighar kalnaksh al-hagar' which literally means that (learning at the young age is like carving in stone). It is understood that, when completed, the saying likens education at an old age by drawing on water.

On the other hand, the spread of education among females is not desirable. It hits with the belief in the superiority of male which is likely^{to} be shaken by the education that females get. All that is expected of her is to look after her children and obey the directions of her husband, the head of the family. Thus, Professor Fahmy (1974)⁽¹⁵⁸⁾ puts the argument in the following words:

"The attitude of men toward women is built around the idea that woman is inferior in every aspect. Therefore, women have to submit to the will of the 'superior sex' who are entitled to plan and direct their lives and be their guardians." (159)

Amidst the prevalence of these thoughts, equality of educational chances between the two sexes has not been regarded in rural areas. In 1971, for example, female pupils as proportion of all enrolled pupils in the first stage of education at the national level did not exceed 38%. In the second stage of education it was only 33%, and in the tertiary stage it was as down as 27%.^(I60) It is hence, that the educational standard of females in Egypt is evidently lower than that of males as is shown from the results of the 1966 and 1976 censuses, displayed in Table I2.I4.

Table I2.I4

Percentage distribution of the population by sex and educational status in 1960 and 1976 censuses^(I6I)

Educational Status	1960 Census			1976 Census		
	Males	Females	Total	Males	Females	Total
Illiterates	56.9	84.0	70.5	43.2	71.0	56.5
Able to read and write	32.6	12.4	22.5	33.2	16.2	25.1
Qualifications below high degree	9.0	3.4	6.2	20.4	11.6	16.2
High qualification	1.5	0.2	0.8	3.2	1.2	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Apart from the difference in illiteracy rates between both sexes at the national level and in all governorates, it is in the below-high-degree category and high-qualification category that we find striking differences. The percentage of females with qualifications below high degree in the total urban governorates is, according to the latest census (November 1976) 42% of the total holders in these governorates. As for 'high qualifications, the percentage in these governorates is found to be 28.3%.^(I62)

Comparing the above percentage in the two categories with the percentage of 'Lower Egypt Governorates' of which the rural population forms 73% of the total population, as has already been mentioned, the percentage is 29.9% and 23% respectively. (I63)

As for 'Upper Egypt Governorates', the percentage is 29% and 24.6% respectively. In the 'Frontier Governorates', the percentage is 30% and 12% respectively. (I64)

With the above attitudes toward the education of females in rural communities of Egypt in mind, it is easy to see how the expansionary adult education policies in them will not meet ^{with} a favourable climate. On the degree to which the social structure and traditions in Egypt will change, depends the anticipated success in the efforts to provide an adequate adult education service to the adult masses in rural areas. (I65)

On the other hand, it is uncertain whether the material facilities available to these rural areas will encourage the implementation of adult education expansionary policies. Egyptian rural communities (al-tagamoat al-sokkaney fi al-reef al-Misri) amount to 28.000 including big and small villages, ezab (sing. ezba) or estates, and kofour (sing. kafr) or hamlets. These are all gathered administratively under a little more than 4.000 villages. (I66)

The disperse of rural population in Egypt over all these communities raises a possible problem for the spread of adult education services. To penetrate the adults in these communities requires the establishment of adult education centres gathered from among several adjoining communities. This is, however, faced by difficulties of transportation and communication (trains, cars, buses, etc.) which are not available for the move from one district to another.

This imposes severe limits on the move of adults, especially at evening times and in areas where the electric current has not been provided. It is for this that we recommend to provide self-contained simple adult education centres in as many of the 28.000 rural communities as possible. But, this will require, in the first place positive self-efforts from the people themselves which are not likely to^{be} obtain unless wide-scale schemes for the spread of awareness among rural population are implemented side by side with the establishment of such centres.

2. Population Growth and its Impact on Adult Education Schemes

The average annual rate of population growth in Egypt has leapt from 1.12% for the period from 1927 and 1937, to 1.77 for the period from 1937 to 1947, then to 2.34% for the period from 1947 to 1960, and further up to 2.50% for the period from 1960 to 1966, ^(I67) before showing slight decline to 2.31 for the period from 1966 to 1976. ^(I68)

Accompanying this has been the 'natural increase', which is the difference between 'birth or natality rate' and 'mortality rate'. Except for slight depression in the recent years since the mid-1960's, the natural increase rate has, generally, been rising. This was more felt since the early 1950's, when a quick world progress in medicine and methods of treatment has started to affect the mortality rate. This is shown by figures of Table 12.15.

Table I2.I5

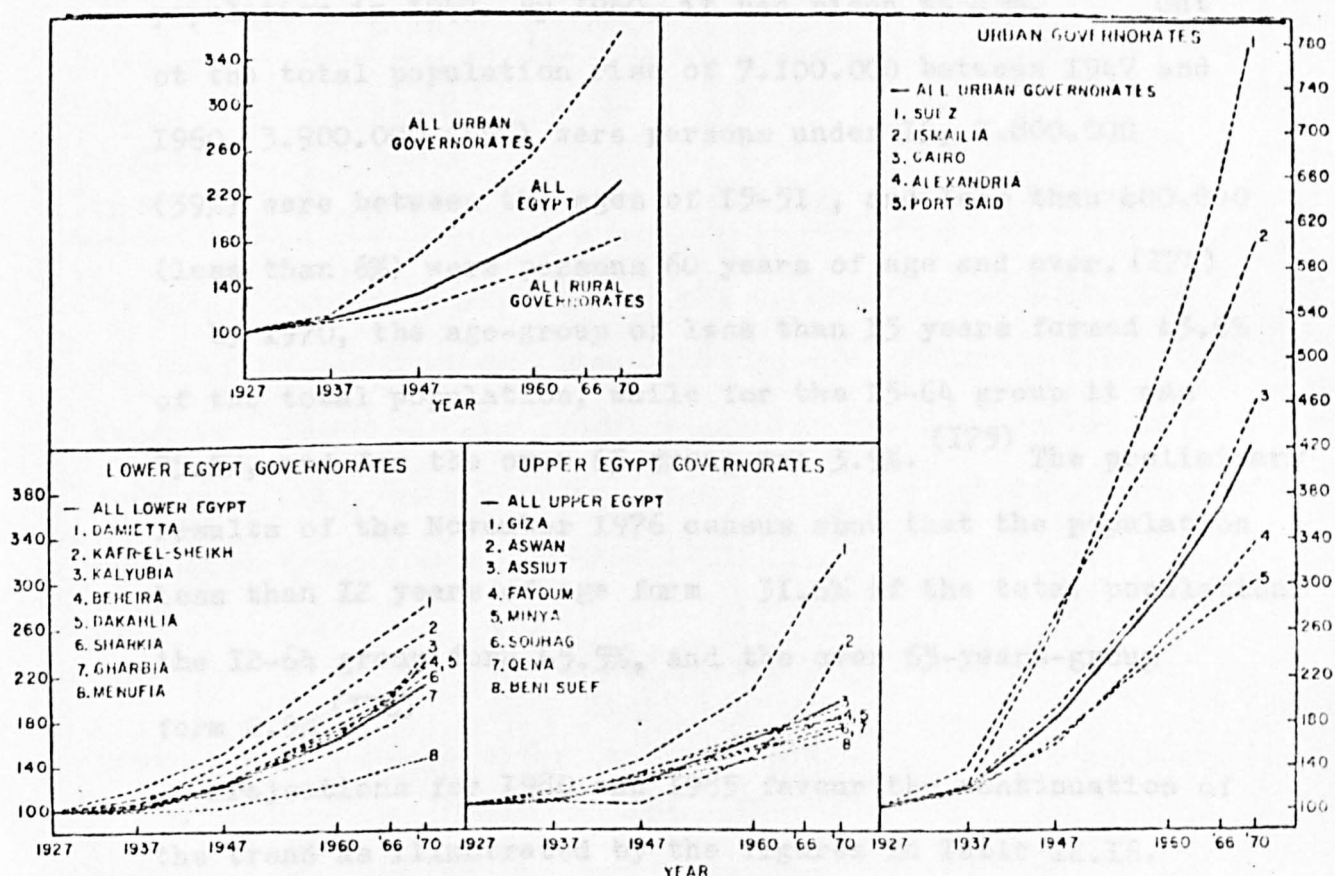
Birth, Mortality and Natural Increase Rates 1952-1975 (I69)

Year	Birth Rate	Death Rate	Natural inc. Rate
1952	45.2	17.8	27.4
1953	42.6	19.6	23.0
1954	42.6	17.9	24.7
1955	40.3	17.6	22.7
1956	40.7	16.4	24.3
1957	38.0	17.8	20.2
1958	41.1	16.6	24.5
1959	42.8	16.3	26.5
1960	42.1	16.9	25.2
1961	44.1	15.8	28.3
1962	41.5	17.9	23.6
1963	43.0	15.5	27.5
1964	42.3	15.7	26.6
1965	41.7	14.1	27.6
1966	41.2	15.9	25.3
1967	39.2	14.2	25.0
1968	38.2	16.1	22.1
1969	37.6	14.5	22.5
1970	35.1	15.1	20.0
1971	35.1	13.2	21.9
1972	34.1	14.4	19.7
1974	35.7	12.7	23.0
1975	36.0	12.2	23.8

At the regional level, some difference is recorded between 'urban' and 'rural' governorates. Since the mid-1930's, urban governorates have recorded a generally higher intercensal growth rates than has been the case with rural ones. Suez and Ismailia governorates have been the striking examples of high growth rate while, on the other side, Beni-Suef and Qena have the least, as may be illustrated by Figure I2.3.

Figure 12.3

Intercensal Growth Rates by Governorate
(Indexed to 1927) (I70)



With these growth rates, the total population has increased from 19.022.000 in 1947 to 26.085.326 in 1960, to 30.075.858 in 1966 then to 38.228.180 in November 1976. (I71) If the present growth rate of 2.31 is maintained, as the C.A.P.M.S. expects, then the total population will amount to 41.769.000 in 1980, and to 48.290.000 in 1987. In almost one decade, the increase is expected to reach 10.062.000 or 26% over the 1976 figures. (I72)

Looking at the actual impact of such a high growth rate, the proportion of the young people to the total population is a most significant feature for educational and other schemes.

People under 15 years of age represented 38-39% of the population in 1947. By 1960, it had risen to 43%. (I73) Out of the total population rise of 7.100.000 between 1947 and 1960, 3.900.000 (55%) were persons under 15, 2.800.000 (39%) were between the ages of 15-51, and less than 400.000 (less than 6%) were persons 60 years of age and over. (I74)

By 1970, the age-group of less than 15 years formed 43.6% of the total population, while for the 15-64 group it was 25.5%, and for the over 65 group was 3.9%. (I75) The preliminary results of the November 1976 census show that the population less than 12 years of age form 31.6% of the total population, the 12-64 group form 65.5%, and the over 65-years-group form 2.9%. (I76)

Projections for 1980 and 1985 favour the continuation of the trend as illustrated by the figures in Table 12.16.

Table 12.16

Population of Egypt by age as projected in 1980 and 1985 (I77)

Age Group	1980	1985
0 - 4	16.8	16.7
5 - 14	25.8	25.9
15 - 64	54.0	54.0
65 +	3.4	3.4

Such population structure puts Egypt in a different position from other countries. It carries a burden of young children (1-14 years of age) 1.9 times as that of England according to the 1969 figures as shown in Table 12.17.

Table I2.I7

Distribution of the population of Egypt, England and India
by age-group in 1969 (I78)

	[%] 1-14	[%] 15-44	[%] 45-64	[%] 65+	Total
Egypt	42.76	40.47	13.29	3.48	100 %
England	22.63	42.66	23.88	10.83	100 %
India	40.72	44.93	11.94	2.41	100 %

Such a feature characterizes the underdeveloped societies which are flooded by children of young age. UNESCO's Statistical Yearbook, 1972 has even shown by figures how the problem in the Arab States is, on the whole, more acute than the underdeveloped countries as is shown in Table I2.I8.

Table I2.I8

Distribution of population over age-groups in Arab, Developing
and Developed countries (I79)

	[%] 0 - 4	[%] 5 -24	[%] 15 -24	[%] 25+
Arab Countries	18.27	26.58	18.84	36.29
Developing Countries	16.15	25.12	18.99	39.74
Advanced Countries	8.89	18.04	16.75	56.32

Taking the matter from an educational perspective, the high percentage of young age-groups in Egyptian population is likely to affect the implementation of adult education expansionary policies from two angles: that of the individual adult and that of the State provision. Both are dealt with in some detail.

a. The Impact on Adult Learners

The high percentage of of young people within Egyptian population functions as a dissuading factor for Egyptian adults to join adult education classes. Such impact is indirect through the economic status of such adults. The high percentage of children under 15 affects the 'dependency ratio' which is taken as a measure to compare the population which is dependent (under 15 years and over 60 years) to the productive age-groups. (I80)

Dependency ratios in Egypt have been on the rise since 1927 in so far as the under 15 years-old group is concerned. This is shown in Table I2.I9.

Table I2.I9

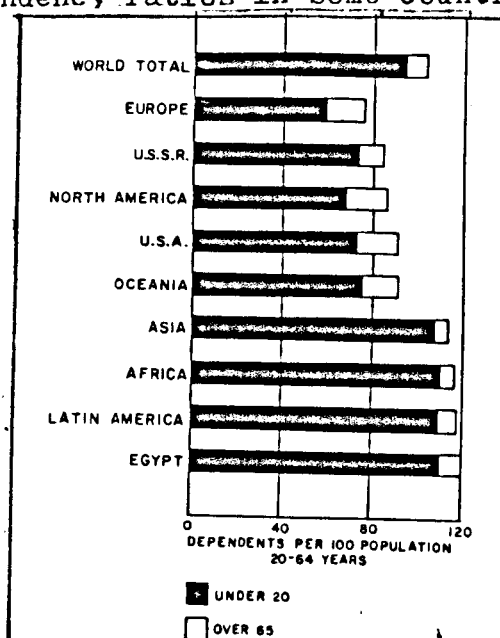
Egyptian dependency ratios
(Dependents per 100 population 15-60 years of age) (I81)

Year	Dependency Ratios		
	Youth (under 15)	Old age (over 60)	Total
1927	70.7	12.0	82.7
1937	72.0	11.7	83.7
1947	68.1	10.8	78.9
1960	83.6	11.9	95.5
1970	83.4	11.6	95.0

This makes the Egyptian dependency ratio, one of the highest throughout the whole world as is indicated by Figure I2.4.

Figure 12.4

Estimated dependency ratios in some countries, 1960⁽¹⁸²⁾



Omran's view (1973)⁽¹⁸³⁾ is, hence, plausible that 'Egypt's dependency ratio, although generally similar to other developing areas, is far higher than those for the developed areas of the world.'⁽¹⁸⁴⁾ In 1970, there were 8.34 children (under 15) to every ten adults.⁽¹⁸⁵⁾ When this is compared with that of developed countries in Europe, North America and Oceania, where the figure is only about 4.5 children to every 10 active adults, it is clear how the burden on Egyptian adult is almost double that of adults in some other countries.⁽¹⁸⁶⁾

The economic conditions of the adults have their bearing on educational involvement. With the above high dependency ratio, the Egyptian adults heartily encourage any chance for bettering the economic standard of their families especially in rural areas. It has to be remembered that the per-capita man/land ratio in Egypt is as low as 0.207 feddans in 1972.⁽¹⁸⁷⁾ On the other hand, the per-capita income in 1970 was as low as 210 dollars which is lower than all the Arab countries with the exception of the Sudan and the two Yemeni Republics as is shown in Table 12.20.

Table I2.20

Average GNP per capita in the Arab countries in 1970(I88)
(in U.S. dollars)

Country	Average GNP Per Capita	Country	Average GNP Per Capita
Egypt	210	Union of Arab Emirates	2390
Katar	1730	Libya	1770
Kuwait	3760	Syria	290
Lebanon	590	Algeria	300
Tunisia	250	Saudi Arabia	440
Iraq	320	Morocco	230
Jordan	250	Sudan	120
Bahrain	550	Yemen (Arab Republic)	80
Oman	350	Yemen (People's D. R.)	120
Average Total for all Arab Countries			438

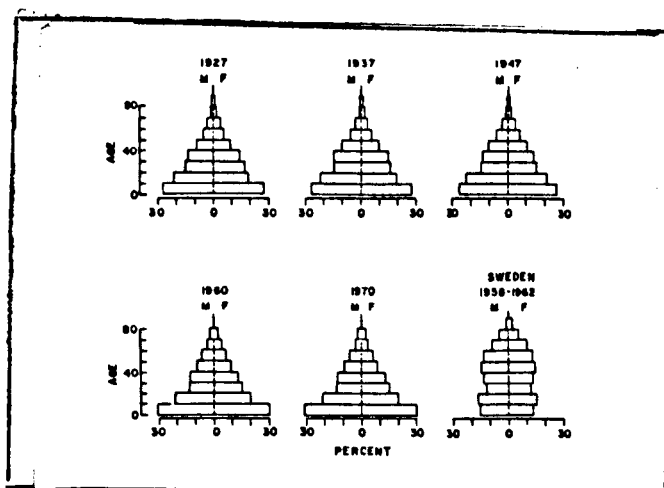
Hence, to think of the involvement of Egyptian adults in adult education classes has to take into consideration their heavy economic burden. Children and youth side by side with adults, particularly in so far as rural areas are concerned, are engaged in work either on their own field or on others'. The only exception from this rule is a small category whom Abdel-Rehim (1975)^(I89) calls 'al-mertahin' (the well-to-do).^(I90)

Possibilities before adults to involve in adult education courses are to be in part-time after they finish their work. If we consider how the adult masses intended by future adult education expansionary policies work in agriculture in which work times are unlimited, we can assume safely that it is about 6 or 7 o'clock in the evening that they are likely to join such classes. But, the hours that an adult may spend in one adult education class may be more economically profitable if spent in some other task of immediate economic avail. In this way, the elevation of the educational standard for a great many of the Egyptian adult masses, who live at the subsistence level, is likely to form a conflict with

urgent needs for bettering the living standard of their families. It is most likely that educational chances, whatever may be their fruits in the long-run, may be sacrificed for the more pressing immediate needs.

The above conflict may turn out to be one between the individual adult learners, and the State, each having his own way which is in contrast with the other. On his part, the individual adult suffers the economic outcomes of failing to respond to State efforts for birth control. On her part, the State, seeing the odd composition of Egyptian population with only a small sector of actively economic adults as shown in (Figure I2.5) is likely to press harder and harder to get the utmost economic and social benefit of members of such a small sector. This is assumed to occur through the spread of functional literacy schemes among the illiterate adult masses as well as the upgrading, by all means, of their vocational training. Thus, the conflict turns out to be one between the urgent needs of the Egyptian individual adults which drive them away from education, and the State modernization plans that require enlightened and skilful adults with favourable attitudes toward the realization of modernity proposals.

Figure I2.5
Population Pyramids in Egypt (1927-1970) and in Sweden (1958-1962) ⁽¹⁹¹⁾



b. The Impact on Educational Provision

Having a high proportion of young people within the total Egyptian population, and which is expected to continue according to the forecasts mentioned before,^(I92) has its clear bearing on the State policy especially in so far as the first and second stages of education are concerned.

Constant flow of great numbers from the young age-groups practises irresistible pressures on the State to provide more educational opportunities for them, giving such task a first priority as was the case since the middle of the present century. The total number of the first stage pupils (excluding Al-Azhar) has risen from 1,030,468 in 1950/51^(I93) to 3,471,334 in 1967/68,^(I94) then to 4,300,000 in 1977.^(I95) As for the second stage (general), the total number of students has risen from 93,767 * in 1950/51 to 172,406 in 1967/68^(I96) then to 1,685,000 in 1977.^(I97) It was thus that in 1950/51, the percentage of pupils enrolled in the first stage of education from among the age-group 6-II was 41.0%, while it was 17.0% for the second stage of education from among the age-group 12-17 years. In the 18 years that followed, the State was seriously committed to give the priority to the education of the young generation. Under such a policy, the correspondent enrolment ratio for the two educational stages has risen in 1968 to 78.0% and 30.0% respectively.^(I98) In 1977, the ratio has risen further up to 83.0% for the first stage, and 50.0% for the age-group 12-14 years, and 33.0% for the age group 15-17 years. ^(I99)

* Public schools only

Projected figures until 1985 for the total school-age children (6-12 years of age) show the trend to be persistent. Hence, an increasing demand on primary school places, that has been with Egypt since the mid-twentieth century, is likely to continue, and even aggravate in the years to come. Such aggravation may be deduced from the figures of Table 12.21. The total male children at the age of 6 years in the whole population will rise to 699.000 in 1980, and 796 in 1985. This means a rise of 83 per cent over the figures of 1960 which did not exceed 435.000.

Table 12. 21

TABLE 12. 21						
Projected Population at School Age (6-12)						
(200)						
Age	1960	1965	1970	1975	1980	1985
<i>Males by age (in thousands)</i>						
6	435	447	518	612	699	796
7	374	398	500	589	682	771
8	436	354	483	568	666	748
9	324	377	466	547	650	725
10	402	405	448	531	630	710
11	246	430	442	514	607	694
12	451	370	395	496	585	678
Total males	2,668	2,781	3,252	3,857	4,519	5,122
<i>Females by age (in thousands)</i>						
6	398	354	435	511	581	660
7	340	352	421	493	568	641
8	419	312	407	476	555	622
9	300	335	394	459	542	603
10	380	372	380	446	526	591
11	220	394	349	432	508	578
12	411	338	350	419	491	566
Total females	2,468	2,457	2,736	3,236	3,771	4,261
Total	5,136	5,238	5,988	7,093	8,290	9,383

Accompanying the rise in the enrolment ratio, is another in the budget allocated for the education of the younger generation, especially the primary stage. By Constitution, the State is committed to provide primary education for all Egyptian children within the compulsory-school age (6-12). Hence, the budget of primary education has risen from L.E. 11.812.000 in 1953/54 to 20.264.000 in 1959 which formed 48.0% of the total budget of the Ministry of Education in 1959. In 1964/65, the budget of primary education had leapt by almost 50% over the 1959 figures, reaching L.E. 30.250.000 out of the total budget of the Ministry of Education of 68.095.306, almost 49%.⁽²⁰¹⁾ With years, the trend has continued, and is not even showing signs of decline in future. Out of the total investments devoted in the Five-Year Plan (1978-1982) for 'General and Technical Education', and which amounts to L.E. 152.295.000, primary education alone is given 52.850.000. Next to it comes preparatory education to which is devoted 33.400.000.⁽²⁰²⁾ The whole distribution over all sectors is shown in Table I2.22.

Table I2.22

Distribution of investments for general and technical education in the Five-Year Plan 1978-1982⁽²⁰³⁾

(L.E. 000)

	1978	1979	1980	1981	1982	Total
Primary Ed. Projects	8500	9500	11.000	11.500	12.350	52.850
Prep. Ed. Projects	5.000	5.700	7.000	7.500	8.200	33.400
Gen. Sec. Projects	650	700	1000	1000	1.200	4.550
Tec. Sec. Projects	4.500	5.074	7.000	7.500	8.000	32.074
Teacher Train. Proj.	300	300	400	400	500	1.900
Abnormal Ed. Proj.	300	300	300	300	400	1.600
Adult Education Proj.	62	62	100	100	100	424
One Class Proj.	64	64	100	100	100	428
Military and others	2.124	2.300	3.100	3.600	4.150	15.274
Instit. of Azhar	1.920	1.920	1.980	1.985	1.985	9.790
Grand Total	23.420	25.920	31.985	33.985	36.985	152.295

It is clear from the above financial allocations how adult education projects are thrown to the shade in the Ministry of Education's projects. It might be the rush of thousands of young children to join primary education every year an excuse for the imbalance shown above by figures of Table I2.22. However, it is essential to put before the eyes of planners and policy-makers in Egypt what the Tokyo Conference (1972) calls for; the recognition of expenditure on adult education as one service with social and economic return. (204) If these planners look at adult education from this perspective, its future projects are likely to be more adequately financed. Planners are also reminded that if they are planning for a future modern State in Egypt, they have to reflect seriously on what is raised by Rogers and Groombridge (1976) (205) that 'Tomorrow's world is made or mutilated by today's adults not by today's schoolchildren.' (206)

Such a call involves an invitation for Egypt to reconsider the present order of priorities. Two alternatives have to be reflected upon:

The first supports the continuation of the present educational policy which focuses, in the first place, on the achievement of the full absorption capacity of all children of the nation (6-12 years of age) in primary schools, then proceed with compulsory education upward to encompass the preparatory stage children (12-14). This is the policy that the Ministry of Education at present highly favours. (207) Such a policy embodies the ideals of the new Egyptian society as expressed in various documents. (208) However, the good effects of such a policy are not likely to be felt immediately. Another generation or so

might be needed before the buds blossom. In this sense, we may call the policy successful or failure only after some years have passed. It represents a 'long-run solution' to the problem of staggering modernity in Egypt.

The second alternative is to reconsider the educational policy of the country radically by giving the priority to the education of the present adult population who have hardly got any chance of education. In our minds must be remembered that these adults undertake the formulation of the society which the younger generation will find after a number of years. Whether in legislation, in shaping the society's ideology, in the execution of modernization schemes, and in directing the 'Public opinion', the present adult generation will have its stamps on the future picture of Egyptian society whether or not the educational policy-makers are aware of such facts. To give the priority to the education of present Egyptian adults forms what may be called the 'immediate solution' to the staggering modernity.

However, it must be admitted that taking matters in this way, and in such a brief argument, may be an oversimplification of the whole issue. Besides, it is very hard to reach consensus as to the sacrifice of either the present adult generation, or the younger one. A third, and more plausible alternative, to the writer's way of thinking, must be the mid-way between extremes. It is after 'balance' in the educational budget in accordance with a priority order more true to the country's present and future conditions.

It may be argued that the provision of free higher and university education in a country with Egypt's socio-economic conditions since 1961 is not a happy solution. On the one hand, chance is not based on adequate discovery of the aptitudes and abilities of the 'Secondary School Certificate' holders. Such students are distributed over various higher institutes in accordance with the grades they obtain in various subjects, and in accordance with the lists they fill of their preferences.

On the other hand, in the absence of adequate planning, the expansion of higher education has given rise to a number of problems that the N.C.E.S.R.T. has recognized in its first session (June-September 1974) ⁽²⁰⁹⁾ and which are expected to aggravate in the future. Relevant among these are the following three:

1. Overcrowdedness of higher education institutions with students due to the steady increase in the accepted numbers. It has become too heavy a burden for these institutions to carry.
2. The acute shortage in the teaching staff, to the extent that the ratio of staff/student in Egyptian universities 'has become far below the world ratios and cannot allow fruitful contact between staff and students.' ⁽²¹⁰⁾
3. Inadequacy of university libraries in terms of references and periodicals together with laboratories, scientific apparatuses, and sport activities. Thus, comments the report of the N.C.E.S.R.T., 'students are not allowed chances of integrative development in such a crucial period of their preparation.' ⁽²¹¹⁾

It is possible to ask whether the revolutionary expansion in university education in Egypt is imposed by actual needs of the Egyptian society. On his part, the Minister of Education announced before the People's Assembly (February 1977) ⁽²¹²⁾ his severe condemnation of such expansion which takes, in the recent years, the form of establishing regional universities:

"The sentimental rush to respond to local popular demands by the establishment of colleges and universities without potentialities is condemned. This may lead to a relapse not only of the regional colleges but of the whole university education in Egypt." ⁽²¹³⁾

The Minister's analysis is plausible in the light of the figures for the period from 1965/66 to 1975/76 which show that the ratio of the higher education enrolees to the relevant age-group has more than doubled in ten years, meanwhile the ratio of primary education enrolees has declined during the same period from 71.8% in 1965/66 to 70.2 in 1975/76. ⁽²¹⁴⁾ This is shown in Table I2.23.

Table I2.23

Enrolled students in each stage as proportion of relevant age-group in 1965/66 and 1975/76 ⁽²¹⁵⁾

Stage	1965/66		1975/76	
	Enrolees	Proportion	Enrolees	Proportion
Primary	3458467	71.8%	4120936	70.2%
General Preparatory	586420	27.9%	1339063	50.1%
Technical Preparatory	26658			
Gen. Secondary	216043	24.4%	{ 358319 377495	42%
Technical	101204			
Teacher Training	49448	7.2%	{ 33014 441090	15.3%
Higher Ed.	172426			

With this rise in enrolees, the budget of universities in Egypt has risen accordingly from £E 3.141.400 in 1952/53 to 7.740.000 in 1959/60, then to 13.977.000 in 1962/63⁽²¹⁶⁾ By 1972/73, the budget had risen to 30.667.000, then further up in 1973/74 to 37.966.100, a rise of about 24% in one year.⁽²¹⁷⁾ The rise is expected to continue. The total investments devoted to university and higher education in the Five-Year Plan (1978-1982) amounts to £E 194.205.000 distributed over the five years as follows: 32.880.000 in 1978, 36.280.000 in 1979, 40.015.000 in 1980, 42.015.000 in 1981, and 44.015.000 in 1982.⁽²¹⁸⁾

Such expenses devoted to university and higher education are in contrast with the marginality of the adult education expenses within the overall budget for 'Education' in the Plan and which is as low as 424.000 for the five years.⁽²¹⁹⁾ Such contrast leads us to argue that there is some imbalance that has to be mended.

The condemnation of the 'sentimental rush' to expand higher and university education in Egypt, which the Minister of Education announced before the People's Assembly (quoted earlier)⁽²²⁰⁾ carries within it an implicit complaint that such expansion is more than the country's needs at such stage of socio-economic development. Reflection of the above ratios of enrolment (Table I2.23) gives evidence in the light of ratios of other countries. Enrolment in higher education as percentage of relevant age-group in Egypt has reached 10% in 1973, which is higher than many other developing countries. It is only 3.0% in Iran, 2.3% in Saudi Arabia, 3.0% in Algeria and 6.5% in Ecuador.⁽²²¹⁾

In so far as the executive elites are concerned, Egypt is ahead a country like India and has a higher proportion of college graduates, but strangely enough it is even higher than the U.S.A.

95% of the Egyptian executives are college graduates, while in a far more advanced country like the United States it is only 74% as is shown in Table I2.24.

Table I2.24

Percentage of College graduates: Egyptian, Indian and American executives (222)

Executive Elite	Percentage of College graduates
Egyptian	95
Indian	92
American	74

To the present study, it is unjustifiable to carry on the policy of higher education expansion in Egypt meanwhile the illiterates (10 years and over) in terms of the inability to read or write amounts to 56.5% of the whole population.⁽²²³⁾ It is possible that the implementation of the expansionary adult education policy in Egypt will call for a reconsideration of the whole higher education policy. This is not to underestimate the role played by universities and higher education institutions in the present and future stages of the country's development and its need for specialists in all fields amidst world technological revolution. It repeats the Minister of Education's call before the People's Assembly that the higher education expansion in Egypt has to be rationalized in accordance with the country's future needs. What the present study raises as a possible solution for the finance of future adult education schemes in Egypt is rather to 'divide the cake fairly' between 'higher education' and 'adult education'.

However, the study of the country's agricultural, mineral and other resources will enrich the argument, being involved in the overall financial position.

The Arab Republic of Egypt is located in the Northeastern extrimity of Africa, in the desert belt that stretches across the Northern Hemisphere from the Atlantic Ocean through Arabia and Iran into China. It covers about 386.200 square miles⁽²²⁴⁾ of which about 97 per cent is desert. The Western and the Eastern deserts are the two major topographical divisions of the country. The former covers over 240.000 square miles and is three times the size of the Eastern Desert. At the extreme Southwestern corner of the country are mountainous outcroppings with elevations to 6.000 feet above sea level.

Apart from the two deserts, the country is, geographically divided into three other parts namely, the Delta, the Nile Valley and the Sinai Peninsula.

Agricultural Resources

Access to water for irrigation imposes limits on present and future agricultural expansion. There are three aspects of water supply to cultivated land:

- i. Spatial distribution of the Nile water through the network of regulators and canals.
- ii. Seasonal redistribution of flood water through the storage of Nile water in a reservoir.
- iii. Long-term redistribution from years of high flood to ones of low flood through the High Dam.⁽²²⁵⁾

The Nile has 1.000 miles of it flowing through Egypt. The fertility of the land adjacent to the Nile is largely attributable to silt deposits laid by the flooding waters. The deposit of beneficial silt in the Valley is estimated to be over 10.000 years. The average rise in the level of the river is 25 feet at Aswan and 15 at Cairo. Its seasonal flood

starts in July until December with an average rise of 24.6 feet at Aswan, and 14.8 at Cairo. (226)

On the other hand, rainfall in Egypt is very little. On the Northeastern coast it does not exceed 150 mm. and so, it is only used for pasture and for the cultivation of such crops as figs, olives and barley that hardly require water. Only 20,000 acres of crop production on the northern coast are dependent on rain. (227) Between Cairo and the southern borders, dependence is almost wholly on Nile water as rainfall is 'just a trace'. (223)

It is, hence, that the cultivable area in Egypt is largely confined to the Delta and the narrow strip alongside the Nile. As for the Delta, it is fertile land 155 miles wide at its base and 100 miles from north to south. (229) As for the Valley, its strip of cultivated land widens below Aswan to an average of 12 miles. Over the 200 miles south of Cairo, the Nile changes to the eastern bluffs as is seen in Figure 12.6. The deserts are not cultivated due to difficulties of getting access to Nile water although there are few wells at large distances. However, at a hundred miles or so to the west of the Nile there is a number of large depressions and oases including Bahariya, Farafra, Dakhla, Kharga and Siwa, now called the 'New Valley'. Water in these is easily obtained near the surface which helps, to an extent, the cultivation of some crops. The cultivated areas in Egypt are shown in Figure 12.6.

Figure 12.6

Cultivated areas in Egypt⁽²³⁰⁾

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Land reclamation in Egypt has been a costly task and this explains the concentration, until present time on the cultivation of lands that have for a long time been cultivated. Between 1960 and 1970, 805.000 feddans were reclaimed. But land reclamation movement has reached zenith in the period 1961 to 1966. Since then, there has been steady deterioration as is shown in Table 12.24. What causes deeper concern is that the area now under cultivation in Egypt (about 6 million feddans) is expected to decline by the year 2000 to 4 millions only, as the General Manager of Food and Agricultural Organization of the Arab States affirms. ⁽²³¹⁾

Table 12.25

Land reclamation in Egypt 1952-1975⁽²³²⁾
(000 feddans)

Year	Total Land Reclaimed
1952 to 1965/66	731.6
1966/67	55.8
1967/68	34.0
1968/69	45.1
1969/70	21.0
1970/71	21.0
1971/72 to 1975	Nil

Agricultural technology in Egypt is still traditional with heavy reliance on man's physical power with the help of domestic animals. Such a condition is imposed by three factors namely, the tradition-bound nature of Egyptian farmer which makes him refrain from change in techniques and methods of agriculture,⁽²³³⁾ the low per-capita share of cultivable land, and the abundance in labour power.

Agricultural crops in Egypt are classified according to their time of growing into summer crops (sefi), autumn or Nile crops (nili) and winter crops (shetwi). Under the first category comes the most valuable crops to the country's economy including cotton, rice, maize, sugar-cane, millet, groundnuts, and sesame. The second includes maize (grown on unflooded land). The third category which occupies the land between November and May and are generally the crops previously associated with the basin irrigation system. They comprise wheat, barley, onions, lentils and clover.

The main areas where each of the country's major crops is grown are shown in Figure 12.7.

Figure I2.7

Areas where the major agricultural crops are grown in Egypt⁽²³⁴⁾

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



It may be assumed in the light of the whole argument that Egypt's prospects for future wide-scale agricultural expansion are limited. This we judge from the extensive deserts which dominate its area and covering about 97% of its total land, from the rarity of rainfall, from the difficulty to get access to water irrigation except for a certain area, and from the high expenses of land reclamation which the country's economy cannot afford.

These difficult initial conditions require that Egyptian farmer has by all means^b be enlightened. The enlightenment

we mean includes the promotion of the primitive skills by which he performs the agricultural work as well as the modification of his attitudes toward technological innovations. Only thus, it is possible that the limited agricultural resources in Egypt are maximized. Success or failure to achieve such a goal will depend, in the first place, on the ability to provide wide-scale adult education programmes to Egyptian adult masses.

Mineral Resources

Although oil and iron ore are the most important of Egypt's mineral resources, there are, as well, about 280 mineral sediments and formations which include as well manganese, phosphate, limestone, coal, gold, talc, basalt, lead and zinc.

The areas where these resources are found are shown in Figure 12.8
Fig. 12.8 Mineral and other extractive resources in Egypt⁽²³⁵⁾

IMAGES REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



With the military defeat of 1967, Egypt lost most of its oil fields in Sinai. However, such loss was compensated by the development of a large oil field at Al-Morgan, and by other discoveries in the Western Desert including Abu Al-Gharadig (1970) and Al-Razzak (1972). So, the output of crude oil has increased from 8 million tons in 1966 to 20 million tons in 1971, a rise of 150% in five years. (236)

Recent explorations have also proven the existence of three gas fields with a total recoverable reserve of 3.500 billion cubic feet of gas. Abu Al-Gharadig is expected to reach 100 million cubic feet a day (starting from late 1975). The Abu Madi gas field, inaugurated in February 1975, will supply 100 million cubic feet of gas over the next thirty years. The one at Abu Kir, near Alexandria, is assumed to supply 3 million cubic metres a day. It is estimated that the total of these three gas fields will amount to 375 million cubic feet a day by 1978. (237)

Iron-ore has been found in great amounts in Aswan with the volume of proven reserves amounting to approximately 20 million tons while prospective reserves are estimated at 120 million tons. (238)

Since the 1950's, new deposits have been discovered including:

1. Iron ore reserves in the Baharia Oasis promising reserves that amount to 200 million tons. It is now regarded as one of the main mineral resources in the country.
2. Iron ore reserves in Al-Kosseir region that amounts to 56 million tons found at a comparatively small depth under the surface where the ore is found in the rocks.

3. The Eastern Desert has deposits of 10 million tons of prospective ore. However, this is now under evaluation.

4. Among the sources of iron ore in Egypt is the 'black sand' deposits which are found in the northern coast with magnetic iron ore content. (239)

Manganese is found in several regions in Egypt but mostly in Om Bogma in Western Sinai. Usually the ore is found in a thickness that does not exceed 2 metres. Manganese and iron ore contain 22% to 24% manganese, 34%-36% iron, 5% silica. Reserves of Manganese are also found in Sharm el-Skeikh in a layer of 4 metres in thickness. Reserves are estimated at 30 thousand tons. Reserves of Wadi Araba are estimated at about 4 thousand tons. (240)

Phosphate is found in three areas namely, the Red Sea Coast in Al-Kosseir and Safaga areas, Al-Sebaeya East and Al-Sebaeya West. However, the first two are to stop production by 1980. The production of phosphate has thus been in the decline in recent years. From 478.000 tons in 1952, it rose to 1.441.000 in 1968, down to 700.000 in 1969, then up to 716.000 in 1970 and 713.000 in 1971 before it sharply declined to 564.000 in 1972 and further down to 316.000 in 1973. (241)

Coal is found in 32 locations in Egypt but is mainly found in three locations in Sinai namely, Makara, Oyun Mussa and Wadi Thora. The reserves in Makara region do not exceed 51.8 million tons, and in Wadi Thora 1.5 million tons. (242)

It can be seen from the figures of the mineral resources in Egypt that their amounts are not striking as to put the country among the producing countries of any of these, which affirms the

evaluation made by Mabro and Radwan (1976)⁽²⁴³⁾ that the 'mineral resources are either limited or yet unproven.'⁽²⁴⁴⁾ This makes the country's future conditioned by success to turn the 'human element', that is available in abundance, into a highly efficient and productive condition. Thus only can the meagre material resources give their optimum for the welfare of a fastly growing population.

A new look at 'adult education' is necessary for Egypt's future. If Egypt succeeds to integrate adult education in the national system of education, and evoke the providing agencies to work in partnership, it is possible that chances of adult education will be available for a great many among the adult masses. With the expected effect these will have on their unmodified attitudes and inadequate skills, adults 'apt' for the realization of modernity proposals will be found. The inconsistency between 'proposal' and 'reality' is likely to be solved.

Notes - Chapter Twelve

1. Act 67 of 1970, op.cit., article I.
2. ibid., article 6 (a).
3. ibid., article 5.
4. SAIF, S. A. and FAYEK, S. E. M. op.cit., p. II6.
5. see vide supra, pp. 620-622.
6. Ministerial order No. 89 of April 2, 1972. op.cit., article 2.
7. EL-HASANY, K. M. "Public service and illiteracy eradication", Education of the Masses (ARLO specialized periodical), Year I, No. I, September 1974. pp. 35-43.
8. N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Final report of the field pilot study.... the village of Tersa...., op.cit., pp. 58-63.
9. Minister of Education's address to the People's Assembly, February 1972. op.cit., p. 24.
also The Five-Year Plan 1978-1982, Vol. 2 (Egyptian Man), op.cit. pp. 32-33.
10. Minister of Education address to the People's Assembly, op.cit., p.24.
11. ibid.
12. ibid.
13. N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Report on the establishment of a responsible body for illiteracy eradication and adult education at the level of the Republic. Cairo: 20 November, 1975. p. 3. (Arabic text).
14. N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Summary of the reports submitted to the Committee of preparing a conception for a national plan for illiteracy eradication. Cairo: 1975. p. 4 (Arabic text).
15. Act 67 of 1970., op.cit., article 4 (e).
16. N.C.E.S.R.T. Final report on the field pilot study..... the village of Tersa....., op.cit., pp. 58-63.
also SAIF and FAYEK, op.cit. p. III.
17. It has to be noted that both acts are published in full in REGIONAL UNION OF SOCIETIES, Guide to Public Service Recruits. Giza: Regional Union for Societies, November 1975. pp. 7-16. (Arabic text).
18. Act 67 of 1970, op.cit., article I.
19. Final report of the field pilot study, op.cit., pp. 57-58.
20. N.C.E.S.R.T. Preparation and training of teachers for illiteracy eradication and adult education, op.cit., p. 7.

21. MOTAWEH, I. E. "A view at matters of education", Journal of Education (Egypt), Year 23, No. I, November 1971. p. 16.
also The Five-Year Plan 1978-1982, Vol. 2, op.cit. p. 38.
22. SUPREME COUNCIL FOR YOUTH AND SPORTS, ADMINISTRATION FOR RESEARCH AND STATISTICS. Study on the anticipated numbers of children within compulsory age-group in the next ten years 1973/74 to 1983/84 and the need for classes and teachers. (Statistical Bulletin No. II/1974) Cairo: Supreme Council for Youth and Sports, July 1974. Table I, p. 4.
23. *ibid.*
24. *ibid.*
25. *ibid.* p. 8.
26. *ibid.*
27. *ibid.*
28. MINISTRY OF EDUCATION, OFFICE OF THE MINISTER. Total figures of schools, classes, teaching staff and supervisors in different stages and types of education in 1977/1978. Stencilised document. (Arabic text).
29. The Five-Year Plan 1978-1982. Vol. 2, op.cit., p. 24.
30. MINISTRY OF EDUCATION. Education and training in Egypt (February 1976). op.cit. Table 'A' - Primary Education.
31. *ibid.*
32. Minister of Education address to the People's Assembly (Feb. 1977). op.cit., p. 27.
33. UNESCO, Third International Conference on Adult Education (Tokyo, 25 July - 7 August 1972).
34. *ibid.* Adult education in the context of lifelong education (Basic Working Paper), op.cit., pp. 29-30.
35. *ibid.*
36. Final Report of the Third International Conference on Adult Education, op.cit., p. 34.
37. *ibid.*
38. A.L.E.S.C.O. - A.R.L.O. Evaluation of A.R.L.O.'s experimental projects, study sessions, workshops and training sessions.
(Study session for directors of teacher training institutes on programmes of teacher training for adult education). Cairo: A.R.L.O., 1977.
pp. 135-151 (Arabic text).
39. *ibid.* p. 138.
40. N.C.E.S.R.T. Preparation and training of teachers for illiteracy eradication and adult education, op.cit. pp. 8-9.
41. see SOLIMAN, S. G. op.cit. pp. 115-122.
42. *ibid.*
43. SAIF and FAYEK, op.cit., p. 204.
44. Final report of the field pilot study, op.cit.
45. *ibid.* p. 55.

46. SAIF and FAYEK, op.cit., pp. 181-219.
47. ibid. p. 200.
48. Final report of the field pilot study, op.cit., pp. 62-63.
49. So far these aspects have been neglected. See N.C.E.S.R.T. Preparation and training of teachers, op.cit., p. 15.
also SAIF and FAYEK, op.cit., p. 203.
50. SAIF and FAYEK, ibid.
51. ibid.
52. Preparation and training of teachers, op.cit., p. II.
53. ibid.
54. ibid.
55. SAIF and FAYEK, op.cit., p. 201.
56. ibid.
57. ibid.
58. ibid.
59. see N.C.E.S.R.T. Final report of the field pilot study .., op.cit. pp. 58-59.
60. ibid. p. 59. 61. Vide supra, p. 691.
62. The Five-Year Plan 1978-1982 included the establishment of 970 new classrooms for primary education, 505 for preparatory education, 50 for general secondary education, 272 for industrial secondary, 74 for agricultural secondary, 200 for commercial secondary. 20 for Teacher Training schools but, strikingly enough, the Plan did not include any new establishments for adult education.
see MINISTRY OF EDUCATION, OFFICE OF THE MINISTER, New buildings and classrooms in the Investment Plan 1978-1982. stencil. (Arabic text).
63. Final report of the field pilot study, op.cit. p. 17 and pp. 66-67, and 79.
64. The Five-Year Plan 1978-1982, Vol. 2. op.cit., p. 34.
65. ibid.
66. ibid. p. 3.
67. ibid.
68. ibid.
69. Final report of the field pilot study..., op.cit., pp. 66-67.
70. ibid. p. 21 and 25.
71. According to Act 67 of 1970, op.cit. article 7.
72. see SAIF and FAYEK, op.cit., p. 144.
73. AL-AHRAM, December 28, 1978. op.cit. referred to by President M. A. El-Sadat.
74. ibid.
75. SAIF and FAYEK, op.cit. p. 144.

76. *ibid.* pp. I53-I54.
77. See *vide supra* pp. 715 - 726.
78. A.S.U. Report raised to the Secretary of Social Development and Services Committee....., 28 February, 1976. *op.cit.*, pp. I-8.
79. *ibid.* pp. 3-6.
80. See SAIF and FAYEK, *op.cit.*, p. I44.
81. *ibid.*
82. *ibid.*
83. N.C.E.S.R.T. Report on the trends of study as regards....., *op.cit.*, p. 5.
84. *ibid.*
85. RADWAN, M. M. *op.cit.* pp. 8-9.
86. See *vide supra*, pp. 727 - 737.
87. Starting from January I, 1979. See Al-Ahram, 28 December 1978. *op.cit.*
88. Law No. I24 of 1960 on the 'Local Administration system of the United Arab Republic', *op.cit.*, article 47.
89. MAYFIELD, J. B. *op.cit.*, p. 80.
90. *ibid.*
91. *ibid.*
92. Law No. 59 of 1964, Section 2. Cairo: Ministry of Interior, July II, 1964.
93. AMMAR, H. *op.cit.*, pp. 42-44.
94. MAYFIELD, J. B. *op.cit.*, pp. 85-86.
85. *ibid.* p. 86.
96. SHOUSHA, F. Developing rural community. Cairo: Higher Institute of Agricultural Co-operation, Shoubra El-Kheima, 1975. pp. IO3-IO4.
(Arabic text).
97. *ibid.*
98. *ibid.* p. IO4.
99. ARAB REPUBLIC OF EGYPT, AGENCY FOR THE ESTABLISHMENT AND DEVELOPMENT OF EGYPTIAN VILLAGE. Developing Egyptian countryside. Cairo: 1975. pp. I-4.
(Arabic text).
- also EL-DEFRAWI, A. F. Local administration and rural development, *op.cit.* pp. I-22.
- IOO. in MAYFIELD, J. B. *op.cit.*, p. I87.
- IOI. *ibid.*
- IO2. C.A.P.M.S. The preliminary results..... November 1976 in Egypt. *op.cit.* Table 3, p. 29.
- IO3. KINANY, A. K. 'Muslim educational ideals', in Year Book of Education, 1949. London: Evans Brothers Ltd., 1949. p. 4I4.
- IO4. MACDONALD, D. P. Aspects of Islam. New York: 19II. p. 323.

- I05. TIBAWI, A. L. Islamic education: its traditions and modernization into the Arab national systems . London: Luzac & Company Ltd., 1972.
- I06. *ibid.* p. 20.
- I07. KINANI, A. K. *op.cit.*, p. 414.
- I08. Quoted by KINANI, A. K. *ibid.*
- I09. EBAID, A. H. 'Islam and adult education', Paper presented to the International Expert Panel on Adult Education and Development with special reference to the Arab States(Sirs-El-Layyan: 29 November-9 December 1975). pp. I-10.
- I10. *ibid.* p. 3.
- III. ABOUD, A. E. G. 'Lifelong education in Islam', Paper submitted to the International Conference on Development and Adult Education (Tanzania, 21-26 June 1976), pp. I-21. (Arabic text).
- II2. *ibid.* pp. 3-21.
- II3. EBAID, A. H. 'Islam and adult education', *op.cit.* p. 5
- II4. *ibid.*, pp. 5-6.
- II5. ABOUD, A. E. G. *op.cit.*, pp. 3-10.
- II6. EBAID, A. H. 'Islam and adult education', *op.cit.*, p. 7.
- II7. *ibid.*
- II8. see N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Study about the relapse to illiteracy. Cairo: March 1977. pp. I-22. (Arabic text).
- also N.C.E.S.R.T., COMMITTEE FOR ILLITERACY ERADICATION AND ADULT EDUCATION. Study on the effective means for driving illiterate citizens to use the available chances for eradicating their illiteracy, and the experience of other countries in this concern. Cairo: N.C.E.S.R.T. December 1976. pp. I-22. (Arabic text).
- II9. NOAH, A. A. *op.cit.*
- I20. *ibid.*, p. 76.
- I21. Final report on the field pilot study, *op.cit.*
- I22. *ibid.* p. 21.
- I23. SAIF and FAYEK, *op.cit.*, pp. 153-154.
- I24. Final report of the field pilot study, *op.cit.*, p. 72.
- I25. *ibid.* pp. 70-72.
- I26. *ibid.* p. 70.
- I27. *ibid.* p. 71.
- I28. *ibid.* p. 74.
- I29. Study on the effective means, *op.cit.*, pp. 4-5.
- I30. *ibid.*, p. 5.
- I31. NOAH, A. A., *op.cit.*, p. 76.
- I32. *ibid.*

- I33. ibid. pp. 75-77.
- I34. MELAIKA, L. K. op.cit.
- I35. ibid. p. I35.
- I36. ABU-ZAID, H. Social adjustment in new Egyptian countryside.
Cairo: The Anglo Egyptian Bookshop, n.d. p. 29.
- I37. EISA, M. T. Egyptian society: its characteristics and problems.
Cairo: Modern Cairo Bookshop, 1957. (Arabic text).
- I38. ibid. pp. I8-I9.
- I39. Study on the effective means, op.cit.
- I40. ibid. p. 8.
- I41. MELAIKA, L. K. op.cit., p. 29.
- I42. ibid. pp. 7-10.
- I43. SAIF and FAYEK, op.cit.
- I44. ibid. pp. I40-I41.
- I45. Act 67 of 1970, op.cit., article 8.
- I46. SAIF and FAYEK, op.cit., p. I56.
- I47. HOLMES, B. Problems in education, a comparative approach, op.cit.
- I48. ibid. p. 94.
- I49. C.A.P.M.S. Population increase in the U.A.R. and its deterrent to development in the U.A.R. Cairo: C.A.P.M.S., 1966. p. II5 and 45.
- I50. The preliminary results, op.cit., Table I2, p. 36.
- I51. ibid. pp. 36-37.
- I52. MAYFIELD, J. B. op.cit. p. 6.
- I53. The preliminary results, op.cit., p. 37.
- I54. MAYFIELD, J. B. op.cit., p. 8.
- I55. The preliminary results, op.cit., p. 38.
- I56. ibid. Table I2, pp. 36-38.
- I57. AMMAR, H. op.cit.
- also EL-GHARIB, R. 'The family in Egypt: analytical and psychological study', in Y. S. E. Kotb (ed.), op.cit., p. 82.
- I58. FAHMY, S. 'The role of women in modern Egypt', in Y. S. E. Kotb, (ed.) ibid.
- I59. ibid. p. 79.
- I60. IMAM, A. M. "Facts and figures about Arab woman", Āraa fi al-Talīm al-Wazīfi lil-Kibar (A.S.F.E.C. quarterly magazine), Special issue October 1975. Abstracted from Table 8, p. I4, and Table 9, p. I5.
(Arabic text).
- I61. The preliminary results, op.cit. Abstracted from Table I9, p. 48.
- I62. ibid.
- I63. ibid.
- I64. ibid.

- I65. Final report of the field pilot study ..., op.cit.
- I66. SHOUSHA, F. op.cit., p. II5.
- see also ABDEL-REHIM, A. M. Science of rural sociology. Cairo: Anglo Egyptian Bookshop, 1975. Abdel-Rehim takes a 'kafr' as a small geographical unit whose inhabitants are about 100 individuals. The big village has about 4.000 inhabitants. Between the two divisions there are several categories. ABDEL-REHIM, A. M. p. 34.
- I67. OMRAN, A. R. 'The population of Egypt, past and present', in A. R. Omran (ed.) Egypt: population problems and prospects. Carolina: Carolina Population Center, University of North Carolina at Chapel Hill, 1973. Table 3, p. I3.
- I68. C.A.P.M.S. The preliminary results, op.cit., Table 2, p. 28.
- I69. C.A.P.M.S. Statistical Year Book for the Arab Republic of Egypt 1952-1975. Cairo: C.A.P.M.S., October 1976. p. I8. (Arabic text).
- I70. OMRAN, A. R. op.cit., Figure 9, p. 33.
- I71. C.A.P.M.S. Statistical Year Books, op.cit. and The preliminary results..., op.cit. Table 2, p. 28.
- I72. The Five-Year Plan 1978-1982, Vol. 2. op.cit. p. 48.
- I73. NAGI, M. H. Labor Force and employment in Egypt: a demographic and socio-economic analysis. New York: Praeger Publishers, 1971. pp. II6-II7.
- I74. *ibid.*
- I75. EL-KOUSY, A. A. Population explosion and its effects on the spread of education in the Arab world. Cairo: National Centre for Educational Research, April 1973. p. I4. (Arabic text).
- I76. The preliminary results, op.cit., Table 6, p. 30.
- I77. HANNA, B. M. 'Some aspects of population growth in Egypt', in Y. S. E. Kott(ed.), op.cit., Table 4, p. 90.
- I78. EL-KOUSY, A. A. 'Population explosion', op.cit., p. II
- I79. UNESCO, Statistical Year Book, 1972. pp. 28-29, Table 1.2.
- I80. OMRAN, A. R. 'The population of Egypt...', op.cit., p. 24.
- I81. *ibid.* Table 5, p. 24.
- I82. *ibid.* Figure 7, p. 25.
- I83. *ibid.*
- I84. *ibid.* p. 24.
- I85. *ibid.*
- I86. HANSEN, B and MARZOUK, G. Development and economic policy in the U.A.R. (Egypt). Amsterdam. North Holland Publishing Co., 1965. pp.26-27.
- I87. WILBER, D. N. op.cit., p. 297.
- I88. Quoted from IBRD, World Bank Atlas, 1972 by EL-GHANNAM, M. A., op.cit., Table I, p. I3.
- I89. ABDEL-REHIM, A. M. op.cit.
- I90. *ibid.* p. 95.

- I9I. OMRAN, A. R. 'The population of Egypt...', op.cit., Figure 5, p. 2I.
- I92. See *vide supra* pp. 739-741.
- I93. EL-FEKI, H. op.cit., p. 20I.
- I94. C.A.P.M.S. Statistical Year Book of the Arab Republic of Egypt 1952-1973. op.cit., p. I48.
- I95. Minister of Education's address to the People's Assembly, Feb. 1977. op.cit., p. II9.
- I96. C.A.P.M.S. Statistical Year Book 1952-1973, op.cit. pp. I49-I50.
- I97. Minister of Education's address..., op.cit., pp. 20-2I.
- I98. HANNA, B. M. op.cit., p. 9I.
- I99. Minister of Education's address, op.cit., p. IO.
200. OMRAN, A. R. 'An annex to the demographic profiles: population projections', in A. R. Omran (ed.), op.cit., Table 2, p. I35.
- 20I. EL-FEKI, H. op.cit., pp. 244-245.
202. The Five-Year Plan 1978-1982, Vol. 2. op.cit., Table 2/I70, p. 45.
203. *ibid.*
204. Third International Conference on Adult Education. A retrospective international survey of adult education ..., op.cit., pp. 29-30.
205. ROGERS, J. and GROOMBRIDGE, B. op.cit.
206. *ibid.* p. 20.
207. The Five-Year Plan 1978-1982, Vol.2 , op.cit.
208. The socialist democratic society that ensures a minimum right for all its individuals in education and other services. Article I8 of the Permanent Constitution states that 'Education is a right undertaken by the State, and its compulsory in the primary stage...'
209. Report of the N.C.E.S.R.T.'s first session, op.cit., pp. 45-46.
- 2IO. *ibid.* p. 46
- 2II. *ibid.*
- 2I2. Minister of Education's address..., op.cit.
- 2I3. *ibid.*, p. 30.
- 2I4. C.A.P.M.S. Enrolled students in various educational stages as proportion of relevant age-group in 1965/1966 and 1976/1977.
C.A.P.M.S., stencil, I4 November 1977. (Arabic text).
- 2I5. *ibid.*
- 2I6. MINISTRY OF HIGHER EDUCATION. Higher education: its problems and principles of planning, op.cit., p. I5.
- 2I7. MINISTRY OF EDUCATION. Education and Training, op.cit., Table of Universities expenditure 1972/73 and 1973/74.
- 2I8. The Five-Year Plan 1978-1982, Vol. 2. op.cit., Table 2/I70, p. 45.
- 2I9. *ibid.*
220. *Vide supra*, p. 752.

221. MINISTRY OF EDUCATION, Education and training in Egypt, op.cit., p. 2. The argument is made clearer when the literacy rate is put against the higher education rate as follows:

	Higher Education	Literacy Rate
Egypt	10%	35% - 40%
Iran	3%	50%
Saudi-Arabia	2.3%	20% - 30%
Algeria	3%	25%
Ecuador	6.5%	69%

222. KASSEM, M. S. 'Business executives in Egypt, India and the U.S.' International Journal of Comparative Sociology, 12 (July 1971), p.105, Table III.

223. The preliminary results, op.cit., Table 8, p. 30.

224. WILBER, D. N. op.cit., p. 27.

225. MABRO, R. and RADWAN, S. op.cit., p. 36.

226. WILBER, D. N. op.cit., pp. 30-31.

227. EL-ABD, S. An approach to integrated rural development in Africa : studies on the formation and developmet of the new rural communities in Egypt. Sirs-El-Layyan: A.S.F.E.C., 1973. p. 31.

228. SMITH, H. H. et al. op.cit., p. 17.

229. WILBER, D. N. op.cit., p. 31.

230. EL-KAMMASH, M. Economic development and planning in Egypt. New York: Fredrick A. Praeger, Publishers, 1968. p. 15.

231. The Times, Wednesday, March 26, 1975.

232. Statistical Year Book 1952-1975, op.cit., p. 64.

233. See , *vide supra* pp. 146- 148

234. VATIKIOTIS, P. J. The modern history of Egypt. London: Weidenfeld and Nicolson, 1969. p. 491.

235. WILBER, D. N. op.cit., p. 340.

236. MABRO, R. op.cit., p. 42.

237. AHMAD, Y. J. op.cit., p. 92.

238. "Local raw materials for industry", The Specialized National Councils' Magazine, Vol. I, No. I, June 1976. p. 61.

239. *ibid*.

240. *ibid*. p. 65.

241. Statistical Year Book 1952-1973, op.cit., p. 66.

242. "Local raw materials for industry", op.cit., p. 59.

243. MABRO, R. and RADWAN, S., op.cit.

244. *ibid*., p. 34.

B I B L I O G R A P H Y

- ABBOUD, A. E. G. 'Lifelong Education in Islam', Paper submitted to the International Conference on Development and Adult Education, Tanzania 21-26 June, 1976. pp. I-2I (Arabic text).
- ABDEL-DAYEM, A. 'Manpower planning and its professional and educational requirements', in A.S.F.E.C., Eradication of functional illiteracy in the service of development and production in the Arab States. A.S.F.E.C., 1970. (Arabic text).
- ABDEL-FADEL, M. Development, income distribution and social change in rural Egypt 1952-1972: a study of the political economy of agrarian transition. Cambridge: at the University Press, 1975.
- ABDEL-MEGID, M. "Adult education in Egypt between theory and application", Education of the Masses, Vol. 2. No. 4, Sep. 1975. pp. 108-123. (Arabic text).
- ABDEL-NASSER, G. Speech before the National Assembly on March, 26, 1964. Cairo: Dar al-Ma'aref, n.d. p. II (Arabic text).
- ABDEL-NASSER, G. The philosophy of the revolution. Cairo: National Publications House, n.d.
- ABDEL-NASSER, G. Egypt's liberation: the philosophy of the revolution. Washington, D.C.: Public Affairs Press, 1955.
- ABDEL-NASSER, G. An address to the nation, October 5, 1961. Al-Ahram, October, 6. 1961. (Arabic text).
- ABDEL-RAHMAN, I. H. 'Preface', in M. Hamdy (ed.), Manpower requirements for the U.A.R. for the period 1960-1985. Cairo: Institute of National Planning, May 1964.
- ABDEL-REHIM, A. M. Science of rural sociology. Cairo: Anglo Egyptian Bookshop, 1975. (Arabic text).
- ABERNATHY, D. B. The political dilemma of popular education: an African case. Stanford, at the University Press, 1969.
- ABU-ALAM, A. R. 'Role of Workers' Education in development', Paper presented to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States. (Egypt, Sirs-El-Layyan, 29 November-9 Dec. 1975). pp. I-10.
- ABU-ZAID, H. Social adjustment in new Egyptian countryside. Cairo: The Anglo-Egyptian Bookshop, n.d. (Arabic text).
- AFIFI, M. E. H. Education and social change. 4th edition. Cairo: The Anglo Egyptian Bookshop, 1975. (Arabic text).

- AFIFI, M. E. H. 'The concept of adult education', in A.L.E.S.C.O. The science of adult education, Part One. Cairo: A.L.E.S.C.O., 1976. (Arabic text).
- AHMAD, Y. J. Absorptive capacity of the Egyptian economy, an examination of problems and prospects. Paris: O.E.C.D., 1976.
- al-AHRAM AL-IKTISADI. Developing Workers' Education: workers' way to university. Forewarded by Dr. I. El-Ghamry. Cairo: al-Ahram al-Iktisadi Supplement, Dec. 1st, 1974. (Arabic text).
- AIN SHAMS UNIVERSITY Public Service registration for the summer term: June-July 1975. (Arabic text).
- ALDERFER, H. F. et al. Local government in the United Arab Republic. Cairo: Institute of Public Administration, 1964.
- A.L.E.S.C.O. 'Second Regional Conference on the Evaluation of Illiteracy Eradication in Arab States from 1966-1971 (Alexandria: 14-20 Dec. 1971)'. Final Report (Arabic text).
- A.L.E.S.C.O. The Arab Literacy and Adult Education Organization (A.R.L.O.), its past, present and future. Cairo: A.L.E.S.C.O., 1977. (Arabic text).
- A.L.E.S.C.O. - A.R.L.O. Evaluation of A.R.L.O.'s experimental projects, study sessions, workshops and training sessions. Study session for the directors of Teacher Training Institutes on programmes of teacher Training for Adult Education. Cairo: A.R.L.O., 1977. (Arabic text).
- AMERICAN UNIVERSITY, CAIRO. Adult education programs- second semester 1974-75. Cairo: The American University, January 1975.
- AMIN, G. A. 'The Egyptian economy and the revolution', in P. J. Vatikiotis (ed.), Egypt since the revolution, S.O.A.S. Studies in Modern Asia and Africa, No. 7. London: George Allen and Unwin Ltd., 1968.
- -- -- The modernization of poverty: a study in the political economy of growth in nine Arab countries 1945-1970. Social, Economic and Political Studies of the Middle East, Vol. XIII. Leiden: E. J. Brill, 1974.
- AMMAR, H. Growing up in an Egyptian village, Silwa, Province of Aswan. London: Routledge and Kegan Paul, Ltd., 1954.
- APTER, D. E. The Politics of modernization. Chicago: at the University Press, 1965.
- ARAB REPUBLIC OF EGYPT The Permanent Constitution, 1971. Workers' Book Series, issue No. 92, October 1971. (Arabic text).
- A.R.E. MINISTRY OF PLANNING The Five-Year Plan 1978-1982. Volume I: General Strategy of the Plan
Volume 2: Egyptian Man - Education, Scientific Research, Training and Manpower Planning. Cairo: 1977. (Arabic text).
- A.R.E. - N.C.E.R. Summary of the Centre's schemes for the revision and development of the educational process. Cairo: The Documentation Centre, June 1974. (Arabic text).
- A.R.E. AGENCY FOR ESTABLISHMENT AND DEVELOPMENT OF EGYPTIAN VILLAGE. Developing Egyptian countryside. Cairo: 1975. (Arabic text).

ARAB SOCIALIST UNION, SECRETARY FOR
SOCIAL DEVELOPMENT AND SERVICES

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

A.S.U. WORKERS' EDUCATION ASSOCIATION

-- -- -- -- --

A.S.F.E.C. AND GERMAN FOUNDATION FOR
INTERNATIONAL DEVELOPMENT.

AYROUT, H. H.

BAER, G.

-- --

Report raised to the Secretary for
Social Development and Services on
the activities of illiteracy
eradication. Feb. 1976.

Memo. document. (Arabic text).

Report on the efforts of the A.S.U.
in illiteracy eradication.

Cairo: May 1975. (Arabic text).

Report of the first conference for
officials responsible for illiteracy
eradication (Cairo: 4-8 January 1975)

(Arabic text).

Report of the second conference for
officials responsible for illiteracy
eradication in governorates. Cairo:
24-26 May, 1975.

(Arabic text).

Project for opening one illiteracy
eradication class in each basic unit.

Prepared by A. T. Youssef. 1976.

(Arabic text).

A.S.U. and the liquidation of illiteracy
Prepared by A. T. Youssef. 1976.

(Arabic text).

Research on the illiterates. Prepared
by A. Abdel-Rahman. 1975.

(Arabic text).

Administration of a project for illiteracy
eradication. Prepared by S. E. M. Fayek.
1975.

(Arabic text).

Role of the youth in the projects for
illiteracy eradication. Prepared by
S. M. Soliman. 1975.

(Arabic text).

An informational task for propagating
illiteracy eradication projects.

Prepared by A. T. Youssef. May 1975.

(Arabic text).

Some directives concerning the work
in illiteracy eradication and adult
education. Prepared by A. B. Kamhawy.
1975.

(Arabic text).

The Association's plan for 1973.

Cairo: A.S.U. 1973. (Arabic text).

The Association's plan for 1975.

Cairo: A.S.U. 1975. (Arabic text).

International Expert Panel on Adult
Education and Development with Special
Reference to the Arab States (Egypt,
Sirs-El-Layyan, 29 November-9 Dec. 1975)
Final Report. A.S.F.E.C., 1975.

(Arabic text).

The Egyptian peasant. Translated

by J. A. Williams. Boston: Beacon Press.
1963.

A history of landownership in modern
Egypt 1800-1950. London: Oxford
University Press, 1962.

'Basic factors affecting social structure
tensions and change in modern Egyptian
society', in M. Milson (ed.) Society
and political structure in the Arab

world. New York: Humanities Press, Inc.,

1973.

- BALIOL, LORD et al The responsible society. London: Conservative Political Centre, March 1959.
- BANKS, O. The sociology of education. London: B. T Bastford, 1968. 1st edition.
- BATAILLE, L. (ed.) A turning point for literacy, adult education for development, the spirit and declaration of Persepolis. (Proceedings of the International Symposium for Literacy, Persepolis, Iran: 3-8 September 1975. Oxford: Pergamon Press, Ltd., 1976.
- BAUM, R. C. 'On political modernity: stratification and the generation of societal power', in E. B. Harvey (ed.) Perspectives on modernization: essays on the memory of Ian Weinberg. Toronto and Buffalo: University of Toronto Press, 1972.
- BERGER, B. Societies in change, an introduction to comparative sociology. London: Basic Books, Inc., Publishers, 1971.
- BERGEVIN, P. A philosophy for adult education. New York: The Seabury Press, 1967.
- BERGEVIN, P. et al Adult education procedures, a handbook of tested patterns for effective participation. New York: The Seabury Press, Incorporated, 1963.
- BERNSTEIN, H. 'Modernization theory and the sociological study of development', The Journal of Development Studies, Vol. 7, No. 2, January 1971.
- BEVERIDGE, W. H. Social insurance and allied services-report. London: 1942.
- BLACK, C. E. 'The dynamics of modernization: an overview' in R. Nisbet (ed.) Social change. Oxford: Basil Blackwell, 1972. pp.237- 270.
- -- -- The dynamics of modernization: a study in comparative history. New York: Harper and Row, Torchbooks, 1967.
- BOARD OF EDUCATION (Britain) Educational Reconstruction. cmd. 6458. London: H.M.S.O., 1943.
- -- -- Teachers and Youth Leaders, report of the Committee appointed by President of the Board of Education to consider the the supply, recruitment and training of teachers and youth leaders (The Mc Nair Report). London: H.M.S.O., 1944.
- -- -- The education of the adolescent, report of the Consultative Committee. London: H.M.S.O., 1936.
- -- -- Report of the Consultative Committee on secondary education with special reference to grammar schools and technical high schools. (The Spens Report). London: H.M.S.O., 1939.
- BRIM, O. G. 'Socialization through the life cycle', in O. G. Brim and Wheeler, Socialization after childhood, two essays. London: John Wiley & Sons, Inc., 1966.

- THE BRITISH INSTITUTE OF ADULT EDUCATION Adult education after the war,
a report of an enquiry made for the
B.I.A.E.. London: Oxford University
Press, 1945.
- BRUCE, M. The coming of the welfare State,
London: B. T. Batsford, Ltd., 1961.
- BURGESS, T. A guide to English schools. 3rd edition.
Middlesex, Penguin Books, 1966.
- BUTLER, R. A. 'The politics of the 1944 Education Act',
in G. Fowler et al (eds.), Decision-
making in British education. London:
Heinemann Educational Books in
association with the Open University
Press, 1973.
- -- -- "Conservatism and the individual",
The Conservative Approach, No. 8,
June 1949.
- BUTTS, R. F. "Civilization as historical process:
meeting ground for comparative and
international education", Comparative
Education, Vol. 3, No. 3, June 1967.
- CENTRAL AGENCY FOR PUBLIC
MOBILISATION AND STATISTICS (CAPMS)
- -- -- -- -- -- -- Population and development. Cairo:
C.A.P.M.S., June 1973.
- -- -- -- -- -- -- Population increase in the U.A.R. and
its deterrent to development in the U.A.R.
Cairo: C.A.P.M.S., 1966.
- -- -- -- -- -- -- Enrolled students in various educational
stages as proportion of total population
in 1965/66 and 1976/77. Cairo: C.A.P.M.S.
stencil, 14 November 1977. (Arabic text).
- -- -- -- -- -- -- The preliminary results of the general
population and housing census 22/23
November 1976. Cairo: C.A.P.M.S. n.d.
- -- -- -- -- -- -- Handbook of the United Arab Republic
1952-1967. Cairo: C.A.P.M.S., June 1968.
- -- -- -- -- -- -- Statistical Year book of the Arab
Republic of Egypt 1952-1973. Cairo:
C.A.P.M.S., October 1974.
- -- -- -- -- -- -- Statistical Year book of the Arab
Republic of Egypt 1952-1975. Cairo:
C.A.P.M.S., October 1976. (Arabic text).
- CHAPMAN, S. et al Blueprint for Britain: a report by the
young Conservatives on the reconstruction
of Britain. London: The Conservative
Political Centre, 1965.
- CHURCHIL, W. "The faith we hold", The Conservative
Approach, No. 7, May 1949.
- CLYNE, P. The disadvantaged adult: education and
social needs of minority groups.
London: Longman Group Ltd., 1972.
- COLE, G. D. H. and POSTGATE, R. The common people. 2nd edition.
London: Methuen & Co. Ltd., 1946.
- COLE, G. D. H. A guide to the elements of socialism.
London: 1947.

COLES, E. T.

Adult education in developing countries. London: Pergamon Press, Ltd., 1969.

'Organisation and administration in adult education', Paper presented to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States. (Sirs-El-Layyan: 29 November-9 Dec. 1975). pp. 1-7.

CONSERVATIVE POLITICAL CENTRE

The future of the welfare State: seven Oxford lectures. London: Conservative Political Centre, 1958.

What we think about poverty-owning a democracy, a report on the fourth phase of the two-way movement of ideas.

London: Alfred J. Isaacs & Sons, for the Conservative Political Association, June 1949.

CONSERVATIVE PARTY HEADQUARTERS

Socialist election promises. London: The Conservative Party Headquarters, January 1947.

COOMBS, P. H.

The world educational crisis, a systems analysis. London: Oxford University Press, 1968.

CORBETT, A.

Much to do about education: a critical survey of the fate of the major educational reports. 2nd edition. London: Council for Educational Advance, 1969.

CROPLEY, A. J.

'Some psychological reflections on lifelong education', in R. H. Dave (ed.), Foundations of lifelong education. London: Pergamon Press, 1976.

DAHL, R. A.

Modern political analysis. 2nd edition. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

DAVIES, M. R. and LEWIS, V. A.

Models of political systems. London: The Macmillan Press Ltd., 1971.

DAVE, R. H. (ed.)

Foundations of lifelong education. London: Pergamon Press, 1976.

DEKMEJIAN, R. H.

Egypt under Nassir: a study in political dynamics. London: at the University Press, 1972.

DENT, H. C.

A new order in English education. London: at the University Press, October 1942.

Education in transition: a sociological study of the impact of war on English education 1939-1943. 5th edition.

London: Kegan Paul, Trench, Trubner & Co., Ltd., 1948.

The Education Act 1944. 12th edition. London: at the University Press, 1968.

Final Report. Vol. I. London: H.M.S.O., 1917.

DEPARTMENTAL COMMITTEE ON JUVENILE
EDUCATION IN RELATION TO EMPLOYMENT
AFTER THE WAR.
DEPARTMENT OF EDUCATION AND SCIENCE

Adult education: a plan for development. (The Russell Report), report by a committee for inquiry appointed by the

DEPARTMENT OF EDUCATION AND SCIENCE

EBAID, A. H.

ECCLES, D.

ECONOMIC AND SOCIAL STUDIES
CONFERENCE BOARD (Turkey)

EDSTROM, L. O. et al (eds.)

EISA, M. T.

EISENSTADT, S N.

EL-ABD, S.

EL-AFIFI, Y.

EL-BAKRY, B.

EL-BANNA, G.

EL-BIBLAWY, H.

EL-DIFRAWI, A. F.

Secretary of State for Education and Science under the chairmanship of Sir Lionel Russell. London: H.M.S.O., 1973. Education: a framework for expansion. Presented to the Parliament by the Secretary of State for Education and Science, December 1972. cmd. 5174. 'Adult education along the ages', in A.L.E.S.C.O., The science of adult education Part I. Cairo: 1976. (Arabic text). 'On the philosophy of the educational system and its educational structure: comparative review', in Year Book of Education and Psychology (Egypt), 1974. pp. 237-242. (Arabic text). 'Islam and adult education', paper presented to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States. (Sirs-El-Layyan, Egypt: 29 November-9 December 1975). pp. I-10. "Poverty-owning democracy", The Conservative Approach, No. 3, January 1949. Education as a Factor of Accelerated Economic Development. Fifth Conference, 1966. Istanbul: Celtüt Koll. Sti., Economic and Social Studies Board, 1967. Mass education studies in adult education and teaching by correspondence in some developing countries. Stockholm: The Dag Hammarskjöld Foundation, 1970. Egyptian society: its characteristics and problems. Cairo: Modern Cairo Bookshop, 1957. (Arabic text). Tradition, change and modernity. London: John Wiley and Sons, Inc., 1973. Modernization: protest and change. N.J., Prentice-Hall, 1966. An approach to integrated rural development in Africa: studies on the formation and development of the new rural communities in Egypt. Sirs-El-Layyan: A.S.F.E.C., 1973. Adult education in Egypt. Cairo: Ministry of Education, 1958. (Arabic text). "Sirs-El-Layyan Centre for Functional Literacy", Education of the Masses (a specialized periodical), Vol. I, No. I, September 1974. pp. I49-I57 (Arabic text). Workers' Education between its present and its future. Cairo: W.E.A., 1970. (Arabic text). The modern technological society. Alexandria: Monshaat al-Ma'aref, 1972. (Arabic text). Local administration and rural development. Cairo: Agency for Establishment and Development of Egyptian Village, Jan. 1977. (Arabic text).

- EL-ERIAN, A. F. et al. 'Popular mass media and adult education', paper presented to the International Expert Panel on Adult Education with Special Reference to the Arab States. pp. I-II (Arabic text).
- EL-FEKI, H. Cultural history of education in the United Arab Republic. Cairo: Dar al-Nahda al-Arabia, 1965. (Arabic text).
- EL-HAKIM, T. Maze of justice. Translated by A. S. Eban. London: Harvill Press, 1947.
- ELGWOOD, P. G. The transit of Egypt. London: E. Arnold and Co., 1938.
- EL-HASANY, K. M. "Public service and illiteracy eradication", Education of the Masses, Year I, No. I, September 1974. pp. 35-43. (Arabic text).
- EL-KAMMASH, M. Economic development and planning in Egypt, New York: Fredrick A. Praeger, Publishers, 1968.
- EL-KOUSY, A. E. 'An introduction to the science of adult education', in A.L.E.S.C.O., The Science of adult education. Part I. Cairo: A.L.E.S.C.O., 1976. (Arabic text).
- -- -- "The need for change", The Specialized National Councils' Magazine. (Cairo). No. 4, June 1977. pp. 42-53.
- -- -- Population explosion and its effects on the spread of education in the Arab world. Cairo: National Centre for Educational Research, April 1973. (Arabic text).
- EL-SADAT, President M. A. Speech given before the Supreme Council of Universities. January 30, 1977. al-Ahram, issue No. 32924, Jan. 31, 1977. Speech given on June 16, 1977. al-Ahram, issue No. 33061, June 17, 1977. Speech given before the Conference of 'Egypt in the Year 2000' (Cairo; Jan. 1977). al-Ahram, January 27, 1977.
- -- -- 'Programme of National Action', presented before the Arab Socialist Union, 1971. Cairo: 1971. (Arabic text).
- -- -- Speech given before the Parliamentary Committee of the Nationalist Party on December 27, 1978. al-Ahram, issue No. 33620, Dec. 28, 1978. Paper for the development of the A.S.U. Cairo: 1971. (Arabic text).
- EL-SAYED, F. E. B. "Adult education: its history, concept and aims", Journal of Modern Education (issued by the American University, Cairo) Year 43, No. 2, Dec. 1969. pp. 108-122. (Arabic text).
- EL-SHINNAWI, M. A. et al. 'A working paper on a study of the occupational structure for the sector of health services with an analysis of the projected manpower requirements for the branches of rural health services and preventive medicines in 1985', a study presented to the 'Seminar on Manpower Planning' Cairo: 20-24 February, 1968. pp. I-39.

- EL-TAWIL, H. R. et al. A project for combating illiteracy in the U.A.R., study presented to the Fourth Long-Training Session, UNESCO, 1964-1965 by the U.A.R. delegation. Beirut: Regional Centre for Training Senior Officials of Education in Arab Countries. mimeographed. pp. I-15. (Arabic text).
- ELWOOD, C. Adult learning today: a new role for the universities? Sage Studies in Social and Educational Change. London: Sage Publications, 1976.
- ELWAN, A. E. S. Analysis of the conditions of human resources in the new Egyptian communities, in Development of human resources in the new communities. Cairo: al-Ahram al-Iktisadi, March 1974. (Arabic text).
- EL-ZAYYAT, L. "The outcome of intellectual struggle, nucleus of the new culture", Al-Tale'ah, Vol. 2, No. 6, June 1966. (Arabic text).
- ETZIONI, A. and E. (eds.) Social change: source, patterns and consequences. London: Basic Books, 1964.
- EWAIS, S. A talk about culture: some facts about contemporary Egyptian culture. Cairo: The Anglo-Egyptian Bookshop, 1970. (Arabic text).
- EZZ EL-DIN, A. 'Vocational literacy for illiterate workers in the Arab States', in A.S.F.E.C. Eradication of functional illiteracy in the service of development and production in the Arab States. Sirs-El-Layyan: A.S.F.E.C., 1970. (Arabic text).
- FAHIM, F. Training and administrative development Cairo: Work's Book series, No. 98, April 1972. (Arabic text).
- FAHMY, M. S. A tentative plan for the future development of the educational system in the U.A.R. Cairo: Institute of National Planning, 1964. memo, No. 398.
- FAKOURY, E. "Some psychological aspects of literacy programs", Literacy Works, Vol. 2, No. 4, May 1973. pp. 19-27.
- FAURE, E. et al. Learning to be: the world of education today and tomorrow. Paris: UNESCO, 1972.
- FAWCETT, C. W. "Responsibilities of nonpublic agencies for conducting vocational education, in M. L. Barlow (ed.) Vocational education, the Sixty-Fourth Yearbook of the National Society for the Study of Education. Chicago: N.S.S.E., 1965. pp. 244-262.
- FOSTER, G. M. Traditional cultures and the impact of technological change. New York: Harper and Row, Publishers, 1962.
- GALAL, A. F. A. K. 'Adult education in the U.A.R. (Egypt) with special reference to the work of selected organizations', an unpublished Ph. D. thesis, Institute of Education, University of London, June 1966.

GALAL, A. F. A. K.

"Adult education between literacy and continuous education", Journal of Modern Education (issued by the American University, Cairo), special issue on 'Adult Education', Year 43, No. 2, December 1969. pp. 123-134.

(Arabic text).

GALENSON, W. (ed.)

Labor and economic development. New York: John Willey & Sons, Inc., 1959.

GHALLAB, M. S.

'Demographic position of youth in the Arab Region'; study submitted by the U.A.R. delegation to the First Conference of Arab Ministers of Youth, Cairo: 4-8 October 1969. pp. 167-177.

(Arabic text).

GOLDEN, H. H.

"Literacy and social change in underdeveloped countries", Rural Sociology, Vol. 20, No. 1, March 1955. pp. 1-7.

GOMPERTZ, K.

"The relation of empathy to effective communication", Journalism Quarterly, Vol. 37, 1960. pp. 533-546.

GOVERNORATE OF MONOUFIA, GOVERNORATE ADULT EDUCATION AND ILLITERACY ERADICATION COUNCIL

Comprehensive report by the Governorate's Council for Adult Education and Illiteracy Eradication on illiteracy eradication and adult education in the governorate. mimeographed. December 11, 1975. pp. 1-5.

(Arabic text).

GRAY, W. S.

The teaching of reading and writing. Paris: UNESCO, 1956.

HABASHI, S.

"How we can get out of our crisis", Akhbar al-Yuom (Cairo weekly paper), Year 33, No. 1698, May 21, 1977.

(Arabic text).

HAGEN, E.

On the theory of social change: how economic growth begins. Illinois: The Dorsey Press, Inc., 1962.

HALPERN, M.

The politics of social change in the Middle East and North Africa. Princeton, Princeton University Press, 1963.

HALSEY, A. H. (ed.)

Trends in British society since 1900: a guide to the changing social structure in Britain. London: The Macmillan Press, Ltd., 1972.

HAMDY, M.

Long-term manpower planning research-a proposed occupation structure for the manpower for the U.A.R. in 1985. Cairo: Institute of National Planning, 1963. memo. No. 264.

HANSEN, B. and NASHASHIBI, K.

Foreign trade regimes and economic development: Egypt. New York: National Bureau of Economic Research, 1975.

HANSEN, B. and MARZOUK, G.

Development and economic policy in the U.A.R. (Egypt). Amsterdam, North Holland Publishing House, 1965.

HANSON, J. W. and BREMBECK, C. S. (eds.)

Education and the development of nations. New York: Holt, Rinehart and Winston, Inc., 1966.

- HARBISON, F. 'Egypt', in W. Galenson (ed.), Labor and economic development. New York: John Willey & Sons, Inc., 1959. pp. 146-185.
- HARBISON, F. and IBRAHIM, I. A. Human resources for Egyptian enterprise. New York: Mc Graw-Hill Book Company, Inc., 1958.
- HARBISON, F. and MYERS, C. A. Education, manpower and economic growth, strategies of human resource development. New York: Mc Graw-Hill, 1965.
- HARDIE, J. L. Education and the community: the State and the school. London: Art and Educational Publishers, January 1947.
- HARVEY, E. B. (ed.) Perspectives on modernization: essays on the memory of Ian Weinberg. Toronto and Buffalo: University of Toronto Press, 1972.
- HASANEIN, A. S. 'Agricultural development in the Arab States: its structure and hindrances with concentration on the intellectual, cultural, and social aspects of human resources, paper presented to the Study Session on Illiteracy Eradication in the Service of Development and Production in the Arab States. UNESCO (Beirut) II August- 1st Sep. 1969. Sirs-El-Layyan (Egypt): A.S.F.E.C., 1970. Social development. Cairo: Wahba Bookshop, 1977. (Arabic text).
- HASSAN, A. E. M. "About the Councils", The Specialized National Councils Magazine (Scientific quarterly magazine), No. I, June 1976. pp. 1-6.
- HATEM, M. A. K. "Introduction", The Specialized National Councils' Periodical, Year I, No. I, January 1976, pp. c-f (Arabic text).
- -- -- New trends in adult education: from Elsinore to Montreal. Paris, UNESCO, 1962.
- HEL, A. S. M. The human factor in changing Africa. New York: Random House, Inc., 1962.
- HERSKOVITS, M. J. 'The effects of literacy training on modernization variables', unpublished Ph. D. thesis, Michigan State University, 1967.
- HERZOG, Jr. W. A. Economic development: principles, problems and policies. London: W. W. Norton & Company, 1959.
- HIGGINS, B. H. The constitutional system of the United Arab Republic. Cairo: Dar al-Fikr al-Arabi, 1965.
- HILMI, M. Industrial training: Government Proposals. cmd. 1892
- H.M.S.O. London: H.M.S.O. pp. 3-6.
- HODGKINSON, C. G. (Publisher) A rebel for the right reasons: a selection of speeches and writings by Hugh Fraser. Stafford: C. G. Hodgkinson, Sep. 1975.

HOLMES, B.

Problems in education, a comparative approach. London: Routledge & Kegan Paul, 1965.

-- -- --

'The reform of English education under the 1944 Act', in Year Book of Education, 1956. London: London University and Teachers' College, Columbia by Evans Brothers, 1956. pp. 229-256.

HOLMES, B. and RYBA, R. (eds.)

Recurrent education- concepts and policies for lifelong education.

Proceedings of the Comparative Education Society in Europe, papers read before the Society at its Sixth General Meeting, Frascati 1973. C.E.S.E., n.d.

HOSELITZ, B.

'The influence of cultural factors on technological changes in developing economies', in J. Stieber (ed.),

Employment and problems of automation in advanced technology. London:

Macmillan, 1966. pp. 51-63.

-- -- --

Sociological aspects of economic growth.

New York: The Free Press, 1960.

HOSNY, A. (ed.)

Problems of accelerated growth. Cairo: Institute of National Planning, 1964. memo No. 407.

HOULE, C. O.

The design of education, Jossey Bass Series in Higher Education. London: Jossey-Bass, 1972.

-- -- --

The inquiring mind: a study of the adult who continues to learn. Madison: University of Wisconsin Press, 1961.

-- -- --

'Adult education', in Encyclopedia of Educational Research, 4th edition, 1969. pp. 51-56.

HUSSEIN, A.

"Project of the year, a new way to help Egypt out of its economic crisis by work, production and self-reliance", al-Ahram, Year 103, No. 32956, March 4, 1977. (Arabic text).

HUSSEIN, M.

Class conflict in Egypt 1945-1970. Translated by M. and S. Chairman et al., New York: Monthly Review Press, 1973.

HUSSEIN, M. and HABIB, K.

Social change and education. Cairo: al-Waay al-Arabi Bookshop, 1972.

(Arabic text).

HUSSEIN, T.

The future of culture in Egypt. Cairo: al-Ma'aref Bookshop and Press, 1938.

(Arabic text).

IBRAHIM, N. I. and MANSOUR, R. F.

Superstitious thinking, an empirical study. Cairo: Anglo-Egyptian Bookshop, 1962. (Arabic text).

IBRAHIM, E. E. H.

Summary of the Workers' Education in Egypt: its rise, development and present conditions, study submitted to the 'Session for the Organization of Workers' Education Centres and the Latest Means and Methods including Audio-Visual Aids (Baghdad, Iraq: 10 Feb. - 1st March 1976. pp. 1- 10.

(Arabic text).

ILLITERACY WORK

IMAM, A. M.

"Summaries of evaluations of literacy projects", Part V. Vol. I, No. 5, March 1972. pp. I2I-I27.

"Facts and figures about Arab woman", Araa fi al-Talim al-Wazifi Lil-Kibar, (A.S.F.E.C. quarterly magazine), special issue, October 1975.

pp. 7-26. (Arabic text).

INFORMATION DEPARTMENT (Egypt)

The 30 March Declaration.

Cairo: 1968.

Nasser's speech before the National Assembly, 1957. Cairo: 1957.

(Arabic text).

INKELES, A.

'The modernization of man', in M. Weiner (ed.) Modernization: the dynamics of growth. London: Basic Books, 1966. pp. I38-I50.

Becoming modern, individual change in six developing countries. London: Heinemann Educational Books Ltd., 1974.

Egypt in revolution, an economic analysis. London: Oxford University Press, 1963.

Egypt: an economic and social analysis.

Issued under the auspices of the Royal Institute of International Affairs. London: Oxford University Press, 1947.

Egypt young rebels 1933-1952.

California: Hoover Institute Publications 1975.

JANKOWSKI, J. P.

Changing Japanese attitudes toward modernization. Princeton, N. J.: Princeton University Press, 1965.

JANSEN, M. B. (ed.)

'The local authorities and adult education', in S. G. Raybould (ed.), Trends in English adult education. London: Heinemann Ltd., 1959. pp. 83-II9.

JEPSON, N. A.

Lifelong learning: a symposium on continuing education. Oxford: Pergamon Press Ltd., 1969.

JESSUP, F. W. (ed.)

Adult education towards social and political responsibility, International Conference, Sep. 1952. Hamburg: UNESCO Institute for Education, 1953.

JOHNSTON, B. F. and MELLOR, J. W.

'Agriculture's contribution to development', in G. M. Meier (ed.), Leading issues in economic development, studies in international poverty.

JONES, C. F.

"The new Egyptian constitution", Middle East Journal, Vol. IO, No. 3, 1956. pp. 300-306.

KAHL, A. J.

The measurement of modernism: a study of values in Brazil and Mexico. Austin: The University of Texas Press, 1968.

KASSEM, M. S.

'Business executives in Egypt, India and the U.S.', International Journal of Comparative Sociology, 12, July 1971,

pp. 101-113.

- KELLEY, S. C. 'Education as a means for changing social and cultural values for economic development', study presented to the fifth conference of the Economic and Social Studies Conference Board (Education as a Factor of Accelerated Economic Development), Turkey, 1966. Istanbul: Celtüt Koll. Sti., Economic and Social Studies Board, 1967. pp. I20- I37.
- KELLY, T. A history of adult education in Great Britain. 2nd edition. Liverpool: at the University Press, 1970.
- -- "Two reports: 1919 and 1973", Studies in Adult Education (Britain), Vol. 5, No. 2, October 1973. pp. II3-I23.
- KHATER, M. R. 'Methods and supplies of adult education', paper submitted to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States (Sirs-El-Layyan, 29 Nov. - 9 December 1975). pp. I-32.
- KINANY, A. K. 'Muslim educational ideals', in Year Book of Education, 1949. London: Evans Brothers Ltd., 1949. pp. 414-421.
- KOGAN, M. The politics of educational change. Manchester: Fontana, 1970.
- KORTEN, D. C. and F. F. Planned change in traditional society, psychological problems of modernization in Ethiopia. London: Praeger Publishers, Inc., 1972.
- KOTB, Y. S. E. (ed.) Education and modernization in Egypt, selections from seminars organized by Ain Shams University for the American Association of Colleges for Teacher Education (1972 and 1973). Cairo: Ain Shams University Press, 1974.
- -- -- -- "Educational reform in Egypt: our need for a new look at reform", Journal of Education (Egypt), Year 35, No. 1, November 1972. pp. 3-6. (Arabic text).
- KUNKIL, J. H. Society and economic growth, a behavioural perspective of social change. London: Oxford University Press, 1970.
- LABIB, R. et al. History and system of education in the Arab Republic of Egypt. 3rd edition. Cairo: The Anglo Bookshop, 1972.
- LANE, P. A history of post-war Britain. London: Macdonald & Co. (Publishers) Ltd., 1971.
- LASKI, H. 'The war and the future', in C. R. Atlee et al., Labour aims in war and peace. London: Lincolns- Prager Publishers, Ltd., 1940.
- LAWSON, K. H. Philosophical concepts and values in adult education. Nottingham: Department of Adult Education, University of Nottingham, in association with the National Institute of Adult Education, 1975.

LABOUR PARTY (Britain)

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

LAFITTE, E.

LIBERAL PARTY, RESEARCH AN INFORMATION
DEPARTMENT

LERNER, D.

-- --

LINDEMAN, E. C.

LIVERIGHT, A. A. and GREENWOOD, N.

LIVINGSTONE, R. W.

-- -- -- -- --

-- -- -- -- --

LOWE, J.

-- -- (ed.)

LOWNDES, G. A. N.

MABRO, R.

MABRO, R. and RADWAN, S.

MACDONALD, D. P.

Labour believes in Britain- a statement
policy for discussion at Labour Party
Conference. London: Labour Party, 1949.
A socialist Great Britain: a declaration
of policy by the conference of the
Labour Party, Bournemouth, Whitsun, 1940.
in C. R. Atlee et al., Labour aims in
war and peace. London: Licols- Prager
Publishers, Ltd., 1940.
Plan for progress: Labour's policy for
Britain's economic expansion. London:
Labour Party, 1958.
Learning to live: Labour's policy for
education. London: Labour Party, 1958.
Britain's way to social security.
London: Pilot Press, 1945.
Partners for progress- Liberal candidates
and speakers' handbook. London: Prism
Publications, 1964.
The passing of traditional socetty,
modernizing the Middle East. Glencoe:
The Free Press, Inc., 1964.
'The social aspects of modernization',
in the International Encyclopaedia of
of Social, Sciences. Vol. IO. s.v.
"Modernization". pp. 386-395.
The meaning of adult education. Montreal:
Harvest House, 1961.
The Exeter Papers: report of the First
International Conference on the
Comparative Study of Adult Education.
Boston: C.S.L.E.A., 1968.
Education for a world adrift.
Cambridge, at the University Press, 1943.
The future in education.
Cambridge: at the University Press, 1942.
'Adult education', in R. W. Moore (ed.),
Education: today and tomorrow. London:
Michael Joseph, Ltd., 1945.
Adult education in England and Wales-
a critical survey. London: Michael
Joseph, 1970.
Adult education and nation building,
a symposium on adult education. Edinburgh:
Edinburgh University Press, 1970.
The silent social revolution: an account
of the expansion of public education in
England and Wales 1895-1965. 2nd edition
London: Oxford University Press, 1969.
The Egyptian economy 1952-1972. London:
Oxford University Press, 1974.
The industrialization of Egypt 1939-1973,
policy and performance. Oxford: Oxford
University Press, 1976.
Aspects of Islam. New York: 1911.

Mc CLELLAND, D. C.

-- -- -- --

MOORE, W. E. and HOSELITZ, B. F. (eds.)

-- -- -- --

MOORE, W. E.

MACMILLAN, H.

MAHMOUD, Z. N.

-- -- -- --

MAINE, H.

MANSFIELD, P.

MANTYNEN, H. T. U.

MAHMOUD, Z. N.

-- -- -- --

MAHMOUD, Z. N.

NATIONAL CENTRE FOR EDUCATIONAL RESEARCH AND TECHNICAL

MARCH, R.

MARSHALL, T. H.

MAYFIELD, J. B.

MEIER, G. M. NUCLEAR FOR EDUCATION, RESEARCH AND TECHNICAL

MELAIIKA, L. K.

MILSON, M. (ed.)

MOLLER, J.

MONGI, M. A. F.

The achieving society. Princeton, N. J.: D. Van Nostrand Co., Inc., 1961.

'The impulse of modernization', in M. Weiner (ed.), Modernization: the dynamics of growth. London: Basic Books, Inc., 1966. pp. 28-39.

'The achievement motive in economic growth', in B. F. Hoselitz and W. E. Moore (eds.), Industrialization and society. Paris: UNESCO, 1963. pp. 74-96.

"The faith of a conservative", The Conservative Approach, No. 1, Nov. 1948. Our culture in the face of present age.

Cairo: Dar al-Shorouk, 1976. (Arabic text) Renovation of Arab thought. 2nd edition. Cairo: Dar al-Shorouk, 1973. (Arabic text).

Village communities east and west, with other lectures, addresses and essays. 3rd edition. London: John Murray, 1876.

Nasser's Egypt. London: Penguin Books and Paul Mall, 1965.

'A conceptual analysis of the role of adult education in nation building', unpublished Ph. D. thesis, Indiana University, 1969.

'Workers in adult education programmes', study presented to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States (Sirs-El-Layyan, 29 November- 9 December 1975). pp. I- 10.

Comparative sociology. New York: Harcourt, Brace and World, Inc., 1967.

Social policy. 4th edition. London: Hutchinson & Co. (Publishers), 1975.

Rural politics in Nasser's Egypt, a quest for legitimacy. Austin: University of Texas Press, 1971.

Leading issues in economic development: studies in international poverty. 2nd edition. London: Oxford University Press, Inc., 1964.

Between positiveness and apathy, a study on the attitudes of villagers toward team work in five years. Sirs-El-Layyan (Egypt): A.S.F.E.C., 1966. (Arabic text).

Society and political structure in the Arab world. New York: Humanities Press, Inc., 1973.

'Requirements, trends and priorities in adult education', study presented to the International Expert Panel of Adult Education and Development with Special Reference to the Arab States, (Sirs-El-Layyan, 29 Nov. - 9 Dec. 1975.) pp. I-20

'Inevitability of attending to system of apprenticeship by Public Sector companies and the necessity of expanding such a system', study presented to

- NATIONAL COUNCIL FOR EDUCATION, SCIENTIFIC RESEARCH AND TECHNOLOGY
- MOORE, W. E. and HOSELITZ, B. F. (eds) Industrialization and society. Paris: UNESCO, 1963.
- MORRIS, C. The idea of adult education. Leeds: Leeds University Publications, 1963.
- MORRISON, D. R. Education and politics in Africa, the Tanzanian case. London: C. Hurst and Company, 1976.
- MORSI, M. M. Administration and organization of public education. Cairo: Alam al-Kotib, 1974. (Arabic text).
- -- -- 'The control of general education in the U.A.R. (Egypt) with special reference to the role of the Ministry of Education. unpublished Ph. D. thesis, University of London, Institute of Education, 1969.
- MYRDAL, G. Economic theory and underdeveloped regions. London: Gerald Duckworth & Co., Ltd., 1957.
- NAGI, M. H. Labor force and employment in Egypt: a demographic and socio-economic analysis. New York: Praeger Publishers, 1971.
- NAGUIB, M. Egypt's destiny. London: Victor Gallanez, 1955.
- NAMEK, S. E. Overpopulation and economic development in the United Arab Republic. Cairo: Dar al-Ma'aref, 1966.
- NATIONAL CENTRE FOR EDUCATIONAL RESEARCH Report on the development of education during 1974/1975 - 1975/1976. Cairo: Documentation Centre for Education, 1977.
- -- -- -- -- Summary of the Centre's schemes for the revision and development of the educational process. Cairo: Documentation Centre for Education, June 1974. (Arabic text).
- NATIONAL COUNCIL FOR EDUCATION, SCIENTIFIC RESEARCH AND TECHNOLOGY Report on the trends as regards the categories included in the plan for illiteracy eradication and adult education. Cairo: 15 March, 1975. (Arabic text).
- -- -- -- -- Summary of the reports submitted for the preparation of a national plan for illiteracy eradication. Cairo: 1975. (Arabic text).
- -- -- -- -- General conception of a national comprehensive plan for illiteracy eradication and adult education. Cairo: July 1975. (Arabic Text).
- -- -- -- -- Preliminary study about the Popular Culture University, its historical development, future and relation to adult education. Cairo: March 1976. (Arabic text).
- -- -- -- -- Study about adult education programmes: their historical development and future. Cairo: June 1976. (Arabic text).

NATIONAL COUNCIL FOR EDUCATION,
SCIENTIFIC RESEARCH AND TECHNOLOGY

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

NATIONAL INSTITUTE OF ADULT EDUCATION
(Britain)

NISBET, R. (ed.)

NOAH, A. A.

NUFFIELD COLLEGE

O'BRIEN, P.

Preparation and training of teachers
for illiteracy eradication and adult
education. Cairo: April 1976.

(Arabic text).

Final report on the pilot field study
for illiteracy eradication in the
village of 'Tersa', Giza Governorate
1975-1976. Cairo: April 1976.

(Arabic text).

Report by the Committee for Illiteracy
Eradication and Adult Education about
its conception of schemes and spheres
of work. Cairo: 19 June 1974.

(Arabic text).

Report on the establishment of a
responsible body for illiteracy
eradication and adult education at the
level of the Republic. Cairo: 20 November
1975.

(Arabic text).

Summary of the reports submitted to the
Committee of preparing a conception for
a national plan for illiteracy eradication.
Cairo: 1975.

(Arabic text).

Study on the effective means for driving
illiterate citizens to use the available
chances for eradicating their illiteracy.
Cairo: December 1976.

(Arabic text).

Report of the Committee for Illiteracy
Eradication. Cairo: 10 July 1974.

(Arabic text).

Working paper for a preliminary conception
of non-formal education for adults.
January 1976.

(Arabic text).

Role of radio and television in solving
problems of illiteracy. Cairo: Jan. 1976.

(Arabic text).

General conception of the national
comprehensive plan for illiteracy
eradication and adult education.

Cairo: July 1975. (Arabic text).

Adult education- adequacy of provision
Special issue of Adult Education (Britain),
Vol. 42, No. 6, March 1970.

Social change, key concepts in the social
sciences. Oxford: Basil Blackwell, 1972.
Research on the problem of illiteracy.
Cairo: October 1971. (Arabic text).

The future of men and women: a task of
the 1944 Act. London: Oxford University
Press, 1946.

The revolution in Egypt's economic system:
from private enterprise to socialism.
Issued under the auspices of the Royal
Institute of International Affairs.
London: Oxford University Press, 1966.

OMRAN, A. R. (ed.)

OPARE-ABETIA, J.

OTTAWAY, A. K.

PAHL, R.

PALMER, M.

PALMER, M. and STERN, L. (eds.)

PAPNEK, G. F.

PARSONS, T.

-- -- --

PASHLEY, B. W.

PEERS, R.

-- --

POLLARD, S.

PRESIDENCY OF THE REPUBLIC (Egypt),
NATIONAL SPECIALIZED COUNCILS.

-- -- -- -- --

-- -- -- -- --

-- -- -- -- --

Egypt: population problems and prospects.
Carolina: Carolina Population Center,
University of North Carolina at Chapel
Hill, 1973.

'The role of adult education in
orienting a rational tradition in Africa
for economic and social development',
in L. O. Edstrom et al (eds.), Mass
education studies in adult education
and teaching by correspondence in some
developing countries. Stockholm: The
Dag Hammarskjold Foundation, 1970.

Education and society: an introduction
to the sociology of education. 2nd
edition. London: Routledge and Kegan
Paul, 1962.

Adult education in a free society.
London: New Orbit Group, August 1962.
Dilemmas of political development, an
introduction to the politics of
developing areas. Illinois: F. E.
Peacock Publishers, Inc., 1973.
Political development in changing
societies. Canada: Heath and Company,
1971.

'Arguments for a development of
agriculture', in G. M. Meier (ed.),
Leading issues in economic development,
studies in international poverty.
2nd edition. London: Oxford University
Press, Inc., 1964.

"Evolutionary universals in society",
American Sociological Review, Vol. 29,
No. 3, 1964. pp. 339-357.
The social system. London: Routledge
and Kegan Paul, 1967.

University extension reconsidered.
Leicester: University of Leicester,
Department of Adult Education, 1968.
Adult education: a comparative study.
3rd edition. London: Routledge & Kegan
Paul, 1972.

Fact and possibility in English education,
London: Routledge & Kegan Paul, 1963.
The development of the British economy
1914-1967. 2nd edition. London: Edward
Arnold Publishers, Ltd., 1969.
Report of the N.C.E.S.R.T.'s first
session (June-September 1974).

Cairo: 1974. (Arabic text).

Report of the N.C.E.S.R.T.'s second
session (October 1974-July 1975).
Cairo: 1975. (Arabic text).

Report of the N.C.E.S.R.T.'s third
session (October 1975- July 1976).
Cairo: 1976. (Arabic text).

PRESIDENCY OF THE REPUBLIC (Egypt)
NATIONAL SPECIALIZED COUNCILS

RADWAN, A. F. A.

RADWAN, M. M.

RAHNEMA, M.

RATEB, A.

RAW, M. V. S.

READER, K. S.

REDFIELD, R.

REJWAN, N.

REFAEE, A. A.

RHYNE, D. C.

ROBERTSON, R. and NETTL, J. P.

ROFAEL, S. et al.

ROGERS, E. M.

Illiteracy eradication and adult education: plan and studies. Cairo: N.C.E.S.R.T., July 1977. (Arabic text).
Old and new forces in Egyptian education. New York: Bureau of Publications, Teachers' College, Columbia University, 1951.
'Islam and modern civilisation in Egypt', in Year Book of Education, 1951. London: University of London and Evans Brothers, 1951. pp. 604-615.
Illiteracy eradication and adult education: towards a national comprehensive plan. Cairo: 1975. (Arabic text).
"From functional literacy to lifelong education", Prospects (UNESCO), Vol. II, No. 3, Autumn 1972. pp. 321-333.
The July 23 revolution. Cairo: Dar al-Nahda al-Arabia, 1969. (Arabic text).
'Socio-economic indicators for development planning', International Social Science Journal, Vol. 27, No. 1, 1975.
The modern British economy in historical perspective. London: Longmans, Green & Co Ltd., 1969.
"The folk society", American Journal of Sociology, Vol. LII, 1947.
Nassirist ideology: its exponents and critics. Jerusalem: Keter Publishing House, Ltd., 1974.
"Sadat's exposed second front: increasing illiteracy despite special measures", New Middle East, Vol. 3, November 1971. pp. 7-9.
National feature in Egyptian character. Cairo: Dar al-Nahda al-Arabia, 1971. (Arabic text).
"Adult education and the rational-irrational dimension of prejudice", Adult Education (America), Vol. 23, No. 3, Spring 1973. pp. 203-231.
International systems and the modernization of societies, the formation of national goals and attitudes. London: Faber and Faber, 1968.
'A working paper on prospected employment growth by occupational categories in the U.A.R. 1970-1985, study presented to 'Seminar on Manpower Planning' (Cairo: 20-24 February 1968), organised jointly by the O.E.C.D. and Institute of National Planning, Cairo. pp. 1-30.
Modernization among peasants, the impact of communication. New York: Holt, Rinehart and Winston, Inc., 1969.

ROGERS, E. M.

"Mass media exposure and modernization among Columbian peasants", Public Opinion Quarterly, Vol. 29, 1965. pp. 614-625.

ROGERS, E. M. and HERZOG, W.

"Functional literacy among Columbian peasants", Economic Development and Cultural Change, Vol. 14, No. 2, January 1966. pp. 190-203.

ROGERS, J. and GROOMBRIDGE, B.

Right to learn, the case for adult equality. London: Arrow Books, Ltd., 1976.

ROSHDI, M.

Economic development in Egypt (2 Vols.) Cairo: Dar al-Ma'aref, n.d. (Arabic text).

ROSTOW, W. W.

Stages of economic growth: a non-communist manifesto. 2nd edition. Cambridge: at the University Press, 1971.

ROYAL COMMISSION ON SECONDARY EDUCATION

Report of the commissioners. London: Eyre and Spootiswoode for H.M.S.O., 1895.

RUDDOCK, R.

Sociological perspectives on adult education. Manchester: University of Manchester, Department of Adult Education, 1972.

-- -- --

"A time for attack", Adult Education (Britain), Vol. 46, No. 6, March 1974. pp. 372-376.

RUDDOLF, L. I. and S. H.

The modernity of tradition: political development in India. Chicago: The University of Chicago Press, Ltd., 1967.

RUSSELL Report

Adult education: a plan for development, report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Lionel Russell. London: H.M.S.O., 1973.

RYDER, J. and SILVER, H.

Modern English society: history and structure 1850-1970. London: Methuen & Co., Ltd., 1970.

SABER, M. E. D.

Development and adult education in the Arab states: an analysis of some issues.

(A joint publication of the Arab Educational, Cultural and Scientific Organizatio and the International Council for Adult Education, editor: J. R. Kidd). Translated from Arabic by A. A. Yousif. Toronto, Canada: A.L.E.S.C.O. and I.C.A.E., 1977.

-- -- --

Towards an Arab strategy for illiteracy eradication and adult education.

-- -- --

Cairo: A.L.E.S.C.O., 1975. (Arabic text). 'Introduction', in Science of adult education. Part I. Cairo: A.L.E.S.C.O., 1976. pp. 5-10. (Arabic text).

-- -- --

'Cultural challenges to adult education', in Science of adult education, Part I. Cairo: A.L.E.S.C.O., 1976. pp. 61-97.

SAID, G. E. M.

(Arabic text). The way to socialism, the July 23 revolution. Cairo: Dar al-Nahda al-Arabia, 1962. (Arabic text).

SAIF, S. A. and FAYEK, S. E. M.

SALEH, Z. and EID, E. S. M.

SALISBURY, MARQUIS OF

SAMAAN, W. I.

SCHULTZ, T. W.

SCHUMAN, H., INKELES, A. and SMITH, D. H.

SHARABI, H. B.

SHARMA, J. C.

SHAWKI, Y.

SHEARMAN, H. C.

SHENOUDA, E. F. H.

SHILS, E.

-- --

SHOUSH, F.

SMELSER, N.

Illiteracy eradication movement in the Arab Republic of Egypt. Cairo: A.L.E.S.C.O., 1976. (Arabic text).

Glimpses of the history of the Ministry of Education as shown by the work of its Ministers. Cairo: Museum of Education, 1959. (Arabic text).

"Alternatives to socialism", The Conservative Approach, No. 5, March 1949.

'Role of higher education in lifelong education, paper submitted to the Symposium on the Role of Higher Education in Lifelong Education (Moscow, 18-20 June 1974). pp. 1-34.

"Reflections on investment in man", Journal of Political Economy, Vol. LXX, No. 5, Part 2, October 1962. pp. 1-8.

"Some psychological effects and noneffects of literacy in a new nation", Economic Development and Cultural Change, Vol. 16, No. 1, October 1967. pp. 1-14.

Governments and politics in the Middle East in the twentieth century. N. J.: D. Van Nostrand Company, Inc., 1962.

'Education and political stability: a comparative analysis of the relationship between education and political stability with illustrative case studies, unpublished Ph. D. thesis, Institute of Education, University of London, 1972.

'The role of Popular Culture in adult education', paper presented to the International Expert Panel on Adult Education and Development with Special Reference to the Arab States, (Sirs-El-Layyan, 29 November - 9 December 1975) pp. 1-12.

Adult education for democracy. London: W.E.A., 1944.

'History of industrial education until the July 23 revolution. A published M.A. thesis, Faculty of Education, Ain Shams University. Cairo: Ministry of Culture, 1967. (Arabic text).

Political development in the new States. Paris: Mouton, The Hague, 1968.

'Scientific development in the new States', in J. W. Hanson, and C. S. Brembeck (eds.), Education and the development of nations. New York: Holt, Rinehart and Winston, Inc., 1966. pp. 206-217.

Developing rural community. Cairo: Higher Institute of Agricultural Co-operation, Shoubra El-Kheima, 1975. (Arabic text).

'Mechanisms of change and adjustment to change', in B. F. Hoselitz and W. E. Moore (eds), Industrialization and society. Paris: UNESCO, 1963. pp. 32- 48.

SMELSER, N. and LIPSET, M. S. (eds.)

SMITH, H. H. et al.

SMITH, H. P.

-- -- --

-- -- --

SMITH, W. O. L.

-- -- --

SOLTAN, M. E. S.

STALEY, E.

STIEBER, J. (ed.)

SUPREME COUNCIL FOR YOUTH AND SPORTS

SZYLIOWICZ, J. S.

-- -- --

THIRD INTERNATIONAL CONFERENCE ON ADULT
EDUCATION (TOKYO, 25 July-7 August 1972)

-- -- --

-- -- --

Social structure and mobility in economic development. London: Routledge and Kegan Paul, 1966.
Area handbook for the United Arab Republic. Washington: The American University, Foreign Area Studies, October 1970.

Adult education and the working class: workers' control and university provision, (Adult Education and Society series, documentary No. 5, November 1961).

The first phase of adult education: an encounter of culture. Oxford: H. P. Smith, April 1960.

Education and social purpose: adult learning takes the stage. (Adult Education and Society series, documentary No. 4.

Education: an introductory survey. 2nd edition. Middlesex: Penguin Books, 1966.

The government of education.

Middlesex: Penguin Books, 1971.

Studies in education and society.

Vol. I. Cairo: Dar al-Ma'aref, 1975. (Arabic text).

Planning occupational education and training for development.

New York/London: Praeger Publishers, 1971.

Employment and problems of automation in advanced technology. London: Macmillan, 1966.

Study on the anticipated numbers of children within compulsory age-groups in the next ten years 1973/74 to 1983/84, and the need for classes and teachers. (Statistical Bulletin No. II/1974). Cairo: Supreme Council for Youth and Sports, July 1974). (Arabic text).

Education and modernization in the Middle East. London: Cornell University Press, 1973.

"Education and political development in Turkey, Egypt and Iran", Comparative Education Review, Vol. 13, No. 2, Jan. 1969. pp. 152-166.

'A retrospective international survey of adult education, Montreal 1960 to Tokyo 1972'. UNESCO/ CONFEDAD/4, April 1972. (Reference document)

'Adult education in the context of lifelong education'. UNESCO/ CONFEDAD/5, April 1972. (Basic Working Paper). Final report. UNESCO, 1972.

- TIBAWI, A. L. Islamic education: its traditions and modernization into the Arab national systems. London: Luzac & Company Ltd., 1972.
- THOMPSON, J. H. Foundations of vocational education: social and psychological concepts. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1973.
- THOMSON, D. England in the twentieth century. Middlesex: Penguin Books Ltd., 1965.
- TOGOIRES, A. 'Scientific method and research in comparative education, paper presented before the Ph.D. Seminar of Comparative Education, Institute of Education, University of London, October 14, 1975. pp. 1-21.
- TOENNIES, F. 'From community to society', in A. and E. Etzioni (eds.), Social change: source, patterns and consequences. London: Basic Books, 1964. pp. 64-72.
- TYLECOTE, M. The future of adult education. London: Fabian Society, April 1960.
- U.A.R., INFORMATION DEPARTMENT Draft of the Charter, May 21, 1962. Cairo: 1962.
- U.A.R., MINISTERIAL COMMITTEE FOR LABOUR POWER Report on educational policy. Cairo: 1967.
- U.A.R., MINISTRY OF PLANNING Follow-up and evaluation report on the First Five-Year Plan (1960/61-1964/65). Part I. Follow-up and evaluation of development basic facts and figures of the First Five-Year Plan. Cairo: Ministry of Planning, 1966.
- UNITED NATIONS Community development and economic development Part I. A study of the contribution of rural community development programmes to national economic development in Asia and the Far East. Bangkok: United Nations Publications, 1960.
- UNESCO Practical guide to functional literacy: a method of training for development. Paris: UNESCO, 1973.
- -- The Experimental World Literacy Programme: a critical assesment. Paris: UNESCO Press and UNDP, 1976.
- -- Fundamental education: common ground for all peoples. (Report of a special committee to the Preparatory Commission of the UNESCO). Paris: UNESCO, 1947.
- -- Final report, World Conference of Ministers of Education on the Eradication of Illiteracy (Tehran, 8-19 September, 1965).
- -- International Conference on 'Adult Education'. Elsinore, 1949. Paris: UNESCO, 1949.
- UNIVERSITIES COUNCIL FOR ADULT EDUCATION (Britain) University adult education in the later twentieth century. London: U.C.A.E., 1970.
- VATIKIOTIS, P. J. The modern history of Egypt. London: Weidenfeld and Nicolson, 1969.
- -- -- -- (ed.) Egypt since the revolution. London: George Allen and Unwin Limited, 1969.

VEKEMANS, R. R. and SEGUNDO, J. L.

'Essay of a socio-economic typology in Latin American countries', in E. de Vries and J. M. Echavarria (eds.), Social aspects of economic development in Latin America. Vol. I. Paris: UNESCO, 1963. pp. 67-84.

VERNER, C.

'Adult education for tomorrow 's world', Adult Education (Britain), Vol. 36, No. 1, September 1953. pp. 32-41.

WAHBA, M.

Cultural policy in Egypt. Paris: UNESCO, 1972.

WALI, A. E. G.

'Regional Center for Functional Literacy in rural areas in the Arab states', in Y. S. E. Kotb (ed.), Education and the modernization of Egypt: selections from seminars organized by Ain Shams University, Cairo for the American Association of Colleges for Teacher Education. Cairo: Ain Shams University Press, 1974. pp. 201-209.

WARD, R. E. and RUSTOW, D. A.

Political modernization in Japan and Turkey. Princeton, N. J.: Princeton University Press, 1964.

WEBER, M.

The theory of social and economic organization. Translated by A. M. Henderson and T. Parsons. London: Oxford University Press, 1947.

-- --

The Protestant ethic and the spirit of Capitalism. Translated by T. Parsons, Forwarded by R. H. Tawney. London: Allen and Unwin, 1974.

WHEELOCK, K.

Nasser's new Egypt: a critical analysis. London: Stevens and Sons Ltd., 1960.

WIESEMAN, H. V.

Political systems: some sociological approaches. London: Routledge and Kegan Paul, 1966.

WILTSHIRE, H.

'The great tradition in university adult education', in A. Rogers (ed.), The spirit and the form, essays in adult education by and in honour of Professor Harold Wiltshire. Nottingham, University of Nottingham, Department of Adult Education. 1976. pp. 31-38.

-- -- --

'Towards co-operation: responsible bodies and the LEA's'. pp. 91-92.

-- -- --

'A future for non-vocational adult education' unpublished paper submitted as evidence to the Russell Committee. pp. 99-114.

-- -- --

'Education for social purpose', pp. 115-117.

-- -- --

'Second thoughts on continuing education', pp. 132-135.

-- -- --

'The nature and uses of adult education', pp. 136-144.

WILTSHIRE, H. and MEE, G.

Structure and performance in adult education. London: Longman Group Limited, 1978.

WOODS, N.

"A framework for co-operative ventures in continuing education", Adult Education (Britain), Vol. 48, No. 3. September 1975. pp. 162-169.

YEHIA, G.

The revolution and political organisation. Cairo: Dar al-Ma'aref, 1966. (Arabic text).

YOUNG, W. L.

"Human resources and economic development: manpower, education and the 'Lewis Model' in Egypt", Genève- Afrique, Vol. XIV, No. 1, 1975. pp. 78-102.

YOUSSEF, A. S.

"The Charter as a basis of a theory of values", al-Tale'ah, Year 2, No. 6, June 1966. pp. 106-110. (Arabic text).

YOUSSEF, Y. K. and SHALAN, M. S.

Nasser's ideology and its conception of education. Cairo: Gharib Bookshop, 1971. (Arabic text).

YOUSSEF, Y. K. and EID, W. M.

"Manpower planning in the U.A.R.", study presented to the Seventh Long-Training Session (UNESCO, Beirut 1967). Journal of Educational Planning in the Arab States (Beirut), Year 6, No. 17, August 1968. pp. 21-40. (Arabic text).

ZAIDAN, H.

"Workers' University, a workers' demand for the service of unionists and intellectuals", Workers' Education (Cairo) issue No. 176, September 1975. pp. 12-13. (Arabic text).

ZARTMAN, I. W.

Government and politics in Northern Africa. London: Methuen and Co., Ltd., 1964.